



# ITELab

## MOOC Evaluation Report II

D5.5

Jennifer Tiede, Silke Grafe

University of Würzburg

## Contents

<b>1 EXECUTIVE SUMMARY</b>	<b>6</b>
<b>2 THE ITELAB PROJECT</b>	<b>7</b>
<b>3 EVALUATION: INTRODUCTION</b>	<b>8</b>
3.1 Evaluation Objectives	8
3.2 Pilot 2 and 3 MOOC Evaluation Methodology	8
	<b>10</b>
4.1 Demographic data	10
4.1.1 Number of Responses and Countries	10
4.1.2 Participants' Age	11
4.1.3 Participants' Gender	11
4.1.4 Participants' Fields of Study	11
4.1.5 Teaching Status	12
4.1.6 MOOC Experience	13
4.2 ICT and Language Proficiency	13
4.2.1 Competence in using ICT for teaching and learning	13
4.2.2 English Language Proficiency	14
4.3 Assessment of the MOOC	14
4.3.1 Overall MOOC Rating	14
4.3.2 MOOC Difficulty	15
4.3.3 Time Spent per Unit	15
4.3.4 Agreement with Statements on the MOOC	16
4.3.5 Rating of Course Features	16
4.4 Learning Outcomes	17
4.5 MOOC Completion	18
4.5.1 Problems and Barriers	18
4.5.2 Completion Rate	20
4.5.3 Reasons for Dropping Out	20
4.5.4 Reasons for Participation until the End	22
4.6 Open Feedback	23
<b>5 MOOC PILOT 3</b>	<b>25</b>
5.1 Demographic data	25
5.1.1 Number of Responses and Countries	25
5.1.2 Participants' Age	26

5.1.3 Participants' Gender	27
5.1.4 Participants' Fields of Study	27
5.1.5 Teaching Status	27
5.1.6 MOOC Experience	28
5.2 ICT and Language Proficiency	29
5.2.1 Competence in Using ICT for Teaching and Learning	29
5.2.2 English Language Proficiency	29
5.3 Assessment of the MOOC	30
5.3.1 Overall MOOC Rating	30
5.3.2 MOOC Difficulty	30
5.3.3 Time Spent per Unit	31
5.3.4 Agreement with Statements on the MOOC	31
5.3.5 Rating of Course Features	32
5.4 Learning Outcomes	32
5.5 MOOC Completion	34
5.5.1 Problems and Barriers	34
5.5.2 Completion Rate	35
5.5.3 Reasons for Dropping out	35
5.5.4 Reasons for Participation until the End	36
5.6 Open Feedback	36
<b>6 MOOC PILOTS 1, 2 AND 3 – SUMMARY AND CONCLUSIONS</b>	<b>39</b>
6.1 Demographic Data	39
6.2 ICT and English Language Proficiency	40
6.3 Assessment of the MOOC	40
6.4 Learning Achievements	40
6.5 MOOC Completion	41
6.6 Open Feedback	41
6.7 Advice for Further Development / Use Based on These Findings	41
<b>7 APPENDIX: PILOT 2 AND 3 QUESTIONNAIRES</b>	<b>43</b>

## Charts

Chart 1: Pilot 2 pretest, Participants per country (n=1,266)	10
Chart 2: Pilot 2 posttest, Participants per country (n=539)	10
Chart 3: Pilot 2 pre and post, Gender	11

Chart 4: Pilot 2 pre and post, Fields of study	12
Chart 5: Pilot 2 pre and post, Teaching status	12
Chart 6: Pilot 2 pre and post, MOOC experience	13
Chart 7: Pilot 2 pre and post, Competence in ICT for teaching & learning, reponses in %	13
Chart 8: Pilot 2 pre and post, English language proficiency, responses in %	14
Chart 9: Pilot 2 posttest, MOOC rating	14
Chart 10: Pilot 2 posttest, MOOC difficulty	15
Chart 11: Pilot 2 posttest, Time per unit	15
Chart 12: Pilot 2 posttest, MOOC statements	16
Chart 13: Pilot 2 posttest, Rating of course features	17
Chart 14: Pilot 2 posttest, Self-assessed knowledge of core MOOC topics	18
Chart 15: Pilot 2 posttest, Problems and barriers, multiple responses possible	19
Chart 16: Pilot 2 posttest, Reasons for dropping out, multiple responses possible	21
Chart 17: Pilot 2 posttest, Reasons for completing the MOOC, multiple responses possible.	22
Chart 18: Pilot 3 pretest, Participants per country (n=274)	25
Chart 19: Pilot 3 posttest, Participants per country (n=574)	26
Chart 20: Pilot 3 pre and post, Gender	27
Chart 21: Pilot 3 pre and post, Fields of study	27
Chart 22: Pilot 3 pre and post, Teaching status	28
Chart 23: Pilot 3 pre and post, MOOC experience	28
Chart 24: Pilot 3 pre and post, Competence in ICT for teaching & learning, reponses in %	29
Chart 25: Pilot 3 pre and post, English language proficiency, responses in %	29
Chart 26: Pilot 3 posttest, MOOC rating	30
Chart 27: Pilot 3 posttest, MOOC difficulty	30
Chart 28: Pilot 3 posttest, Time per unit	31
Chart 29: Pilot 3 posttest, MOOC statements	31
Chart 30: Pilot 3 posttest, Rating of course features	32
Chart 31: Pilot 3 pre and post, Self-assessed knowledge of core MOOC topics	33
Chart 32: Pilot 3 posttest, Problems and barriers, multiple responses possible	34
Chart 33: Pilot 3 posttest, Reasons for dropping out, multiple responses possible	35
Chart 34: Pilot 3 posttest, Reasons for completing the MOOC, multiple responses possible.	36

## Tables

Table 1: Pilot 2 pre and post, Participants age	11
Table 2: Pilot 2 posttest, Problems, free responses for "other" – summarized in inductive categories. n=37	19
Table 3: Pilot 2 posttest, Drop-outs, free responses for "other" – summarized in inductive categories. n=10	21
Table 4: Pilot 2 posttest, Completion reasons, free responses for "other" – summarized in inductive categories. n=16	23
Table 5: Pilot 2 posttest, Open feedback – summarized in inductive categories (n=527)	23
Table 6: Pilot 3 pre and post, Participants' age	26

Table 7: Pilot 3 posttest, Problems, free responses for "other" – summarized in inductive categories. n=15	34
Table 8: Pilot 3 posttest: Open feedback – summarized in inductive categories (n=569)	37
Table 9: Pilots 1,2 and 3, participants per sample	39

# 1 EXECUTIVE SUMMARY

---

In 2019, which is the final year of the ITELab project, there were two major pilot phases, i.e., pilots no. 2 and 3, conducted to test and apply the materials developed over the course of the project.

This report presents findings from the evaluation of the MOOC from these final two pilot phases and draws overall conclusions on the effects of the MOOC. The MOOC is called “the networked teacher – teaching in the 21<sup>st</sup> century” and is targeted at preservice teachers to help them advance their media-related educational competencies.

The evaluation of pilots 2 and 3 focusses on answering the two main research questions; one of them is about the feasibility and usefulness of materials and courses, and the second one is about their pedagogical quality and effectiveness. It builds on the evaluation of the first pilot, which was conducted in 2018 and followed an exploratory and qualitative approach. The results of the pilot 1 evaluation can be read up in [D5.3](#). In the pilots 2 and 3 evaluation, online questionnaires were administered that predominantly build on self-assessments. A pre- and posttest design was applied. The surveys comprise questions on 1) demographic data, 2) ICT and English language proficiency, 3) MOOC assessment, 4) MOOC completion, and 5) open feedback. In pilot 2,  $n_{pre} = 1,266$  and  $n_{post} = 539$  participants filled in the surveys. In pilot 3,  $n_{pre} = 247$  and  $n_{post} = 547$  persons participated in the evaluation.

Overall, the evaluation of pilots 2 and 3 and the contextualization in the light of pilot 1 led to a number of conclusions with regards to the research questions. The preliminary conclusions drawn in the pilot 1 evaluation regarding a good feasibility and applicability of the MOOC could be consolidated. Also in pilots 2 and 3, survey participants indicated satisfaction with the MOOC and confirmed its feasibility and applicability, e.g., in terms of an international transferability or with regards to its perceived usefulness. Also, there is evidence of an increased knowledge in the domains addressed by the MOOC after completing it, according to the self-assessment of participants. Participants also self-assessed their own competence in using ICT for teaching and learning after taking the MOOC significantly higher than before.

With regards to barriers and problems, time issues, technical issues and language issues were identified as the most frequently mentioned problems participants had with the MOOC. However, a clear majority of test participants finished the course, and in every pilot more than half of the samples reported not having any problems.

Further central findings relate, e.g., to the extended target group: the demographic data and further evaluation identified inservice teachers as another important target group beyond preservice teachers. Also inservice teachers take advantage of the professional development opportunity offered by the ITELab MOOC, participate successfully and express their gratefulness in the open feedback.

Overall, the evaluation results lead to the conclusion that the ITELab MOOC is a widely applicable and feasible opportunity for professional development that is relevant to a wide target group and can successfully stimulate the advancement of competence in using ICT for teaching and learning.

## 2 THE ITELAB PROJECT

---

The ITELab Knowledge Alliance project includes six partner universities providing initial/pre-service teacher education (ITE) and three partner companies that offer ICT solutions and professional development for teachers. It is co-ordinated by European Schoolnet (EUN), a pan-European network of 34 Ministries of Education (MoE) concerned with the transformation of teaching and learning in schools. EUN's work in previous projects with MoE, plus a needs analysis carried out with teacher educators, highlighted that the way in which student teachers currently receive training on ICT is a key roadblock related to the mainstreaming of innovative pedagogical practice that involves ICT. There is also a 'disconnect' between ITE and continuing professional development (CPD) and, as a consequence, in-service training on the pedagogical use of ICT is increasingly required to equip teachers with the essential competences that they did not acquire during their initial training.

Universities and companies come together in ITELab and work with MoE, national ICT agencies and other stakeholders (participating as Associate Partners), to address these issues. The project provides data and case studies that highlight new approaches to integrating ICT within ITE courses and the challenges that still need to be addressed in order to boost innovation in this area within higher education. Based on this work, the project develops new course modules (face-to-face) and a MOOC (Massive Open Online Course) for student teachers and, in the first pilot in 2018, to pilot these with students enrolled on courses in the five partner universities. In the second and third pilot in 2019, the invitation to participate was open to all initial teacher training universities or 'teaching schools' in different countries. As an open online course, the MOOC reached thousands of student teachers from across Europe and beyond.

Finally, project partners put in place a new ITE University-ICT industry Forum and work with a wider group of stakeholders online and in three Capacity Development Workshops in order to establish and sustain this as a permanent network under the EUN, independently funded Future Classroom Lab. The project course modules and MOOC help bridge the ITE/CPD disconnect by providing concrete deliverables that motivate ITE providers, companies and policy makers at national and regional level to actively participate in this project which EUN and its supporting ministries see as a strategic next step in the development of the Future Classroom Lab.

## 3 EVALUATION: INTRODUCTION

---

### 3.1 EVALUATION OBJECTIVES

The evaluation of the ITELab course modules and MOOC, conducted by the University of Würzburg, aims to answer the following two research questions:

**1. Feasibility and usefulness of the materials and courses:**

How applicable and how transferable are the course modules and the MOOCs? How is their usefulness perceived?

**2. (Pedagogical) quality and effectiveness of the materials and courses:**

How did the course modules and the MOOCs impact on student teachers' perceived knowledge?

The evaluation follows a mixed methods approach and combines several instruments in three phases to collect data. Methods include qualitative and quantitative surveys and focus group interviews.

### 3.2 PILOT 2 AND 3 MOOC EVALUATION METHODOLOGY

ITELab pilot phase 2, conducted in spring and summer 2019, and pilot phase 3, conducted in autumn and winter 2019, served to test the three ITELab modules and the MOOC "The Networked Teacher – Teaching in the 21st Century". The report at hand (D5.5) focusses on the evaluation of the MOOC. It builds on the results of the first MOOC evaluation report, [D5.3](#), which was published in 2018 after the first pilot phase. Information on the modules can be found in deliverables D.2 for pilot 1 and D5.4 for pilots 2 and 3.

In pilot 1, the MOOC evaluation methodology employed pretest and posttest for MOOC participants, focus groups with student teachers and teacher educators, and an online survey for industry partners. In these measures, first qualitative evidence was found of a good feasibility and usefulness of the MOOC and of a perceived pedagogical quality and effectiveness. Also, a number of ideas for improvement could be identified (cf. D5.3).

In accordance with the research objective of consolidating these preliminary findings from pilot 1, the evaluation methodology for pilots 2 and 3 relies on mainly quantitative surveys administered to a wide group of addressees. While the target group of the MOOC was limited to the five partner universities in pilot 1, this group was now opened up to allow participation for all interested persons. The MOOC could be accessed online without restriction.

The evaluation employs a pre- and posttest design to track developments in the self-perceived competence in using ICT for teaching and learning. The pretest further collects demographic data while the posttest includes items on 1) demographic data, 2) ICT and English language proficiency, 3) MOOC assessment, 4) MOOC completion,

and 5) open feedback. The data were collected by online surveys and analyzed in Excel and SPSS.

The following chapters 4 and 5 will present the data collected in these surveys. The final chapter 6 will summarize and draw conclusions on lessons learnt from the MOOC evaluation. These results were presented to all partners at the final capacity development meeting and contributed to helping shape sustainability actions going forward.

## 4 MOOC PILOT 2 (SPRING / SUMMER 2019)

### 4.1 DEMOGRAPHIC DATA

#### 4.1.1 Number of Responses and Countries

##### Pretest

In pilot 2 in 2019, a total of **n = 1,266** persons participated in the MOOC pretest. These participants came from **47 countries**, with the largest groups coming from Turkey (340), Croatia (210) and Portugal (125; cf. chart 1).

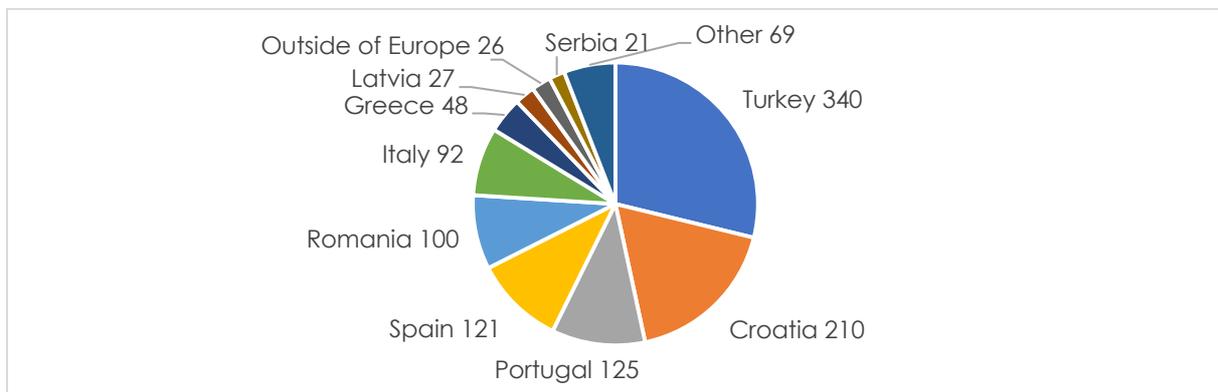


Chart 1: Pilot 2 pretest, Participants per country (n=1,266)

##### Posttest

In the pilot 2 posttest, there were **n = 539** participants from **34 countries**. The largest groups of participants came from Turkey (136), Croatia (88) and Romania (65; cf. chart 2).

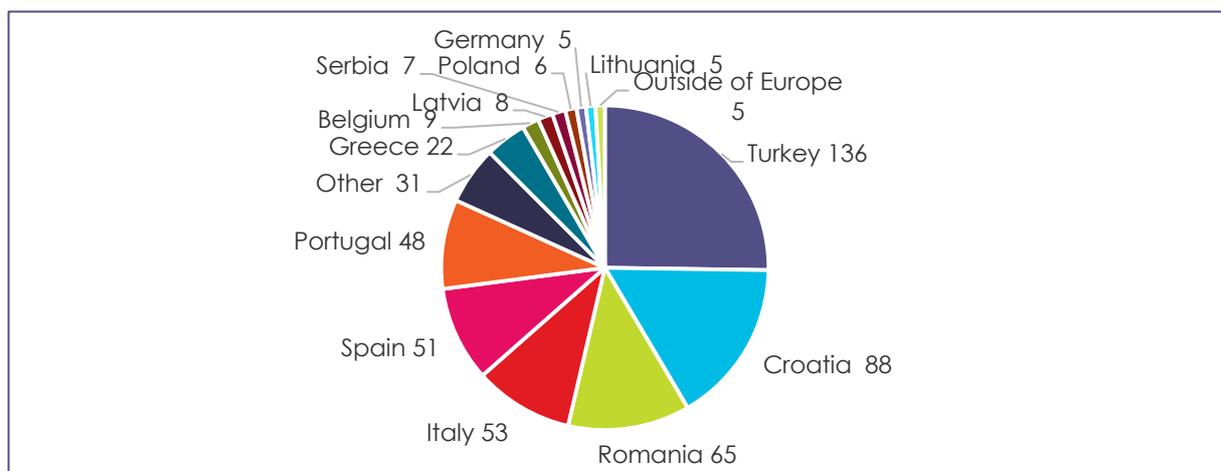


Chart 2: Pilot 2 posttest, Participants per country (n=539)

### 4.1.2 Participants' Age

The age median, i.e., the age group which was selected most frequently, was **36-50** both in the pretest and in the posttest (cf. table 1).

Table 1: Pilot 2 pre and post, Participants age

Age Group	Pilot 2 Pretest (n=1,266)	Pilot 2 Posttest (n=539)
< 20	66	25
21-35	449	158
36-50	557	260
> 50	194	96

### 4.1.3 Participants' Gender

Both in the pretest and in the posttest, a clear majority of participants was **female** (cf. chart 3).

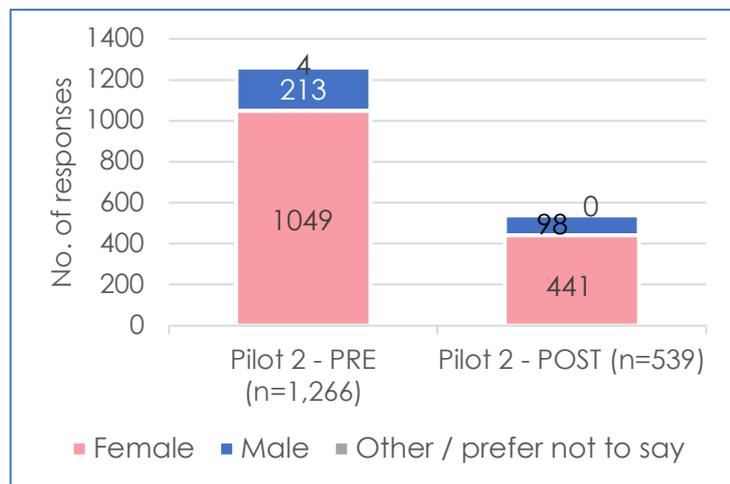


Chart 3: Pilot 2 pre and post, Gender

### 4.1.4 Participants' Fields of Study

Both in the pretest and in the posttest, a slightly larger number of participants indicated studying for teaching in **secondary school** (cf. chart 4). Responses in "other" included, e.g., "High school", "Primary & Secondary School", "Special Education", "University", or "Teacher Training".

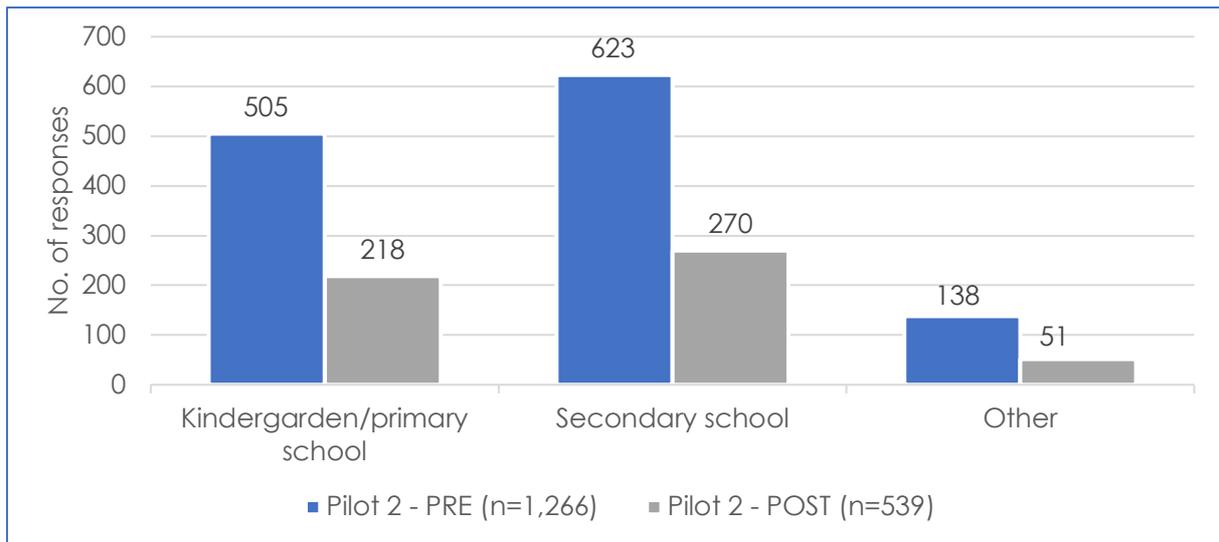


Chart 4: Pilot 2 pre and post, Fields of study

#### 4.1.5 Teaching Status

A majority of participants reported being inservice teachers (cf. chart 5). Free responses in the category “other” included, e.g., “headmaster”, “school counselor”, “school librarian”, or “management”.

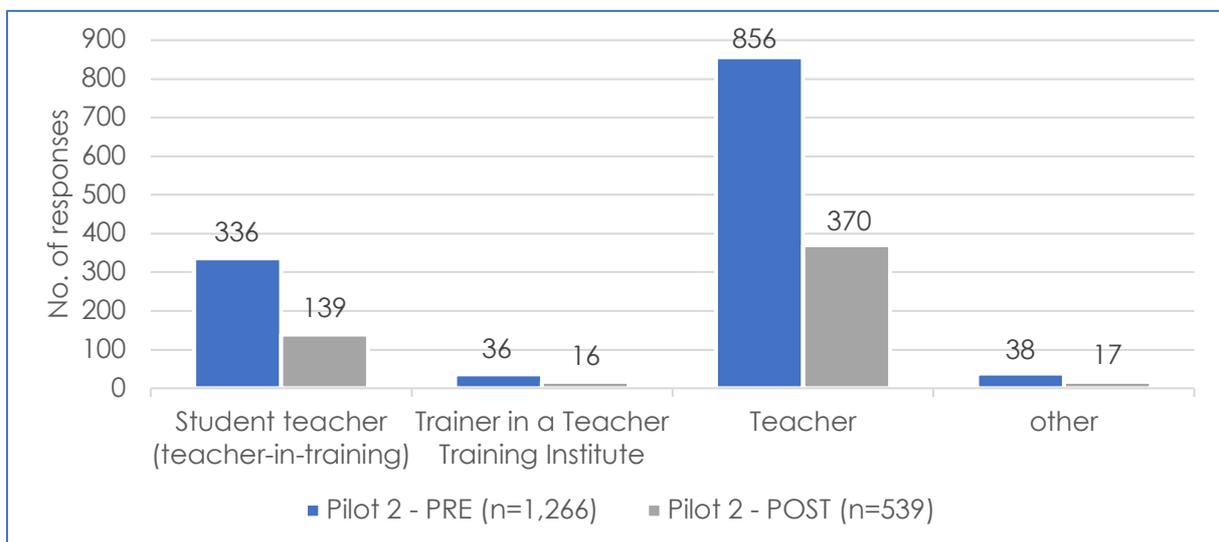


Chart 5: Pilot 2 pre and post, Teaching status

### 4.1.6 MOOC Experience

A majority of participants has taken one or several MOOCs prior to engaging with the ITELab MOOC: n = 689 pretest participants and n = 348 posttest participants had previous MOOC experience (cf. chart 6).

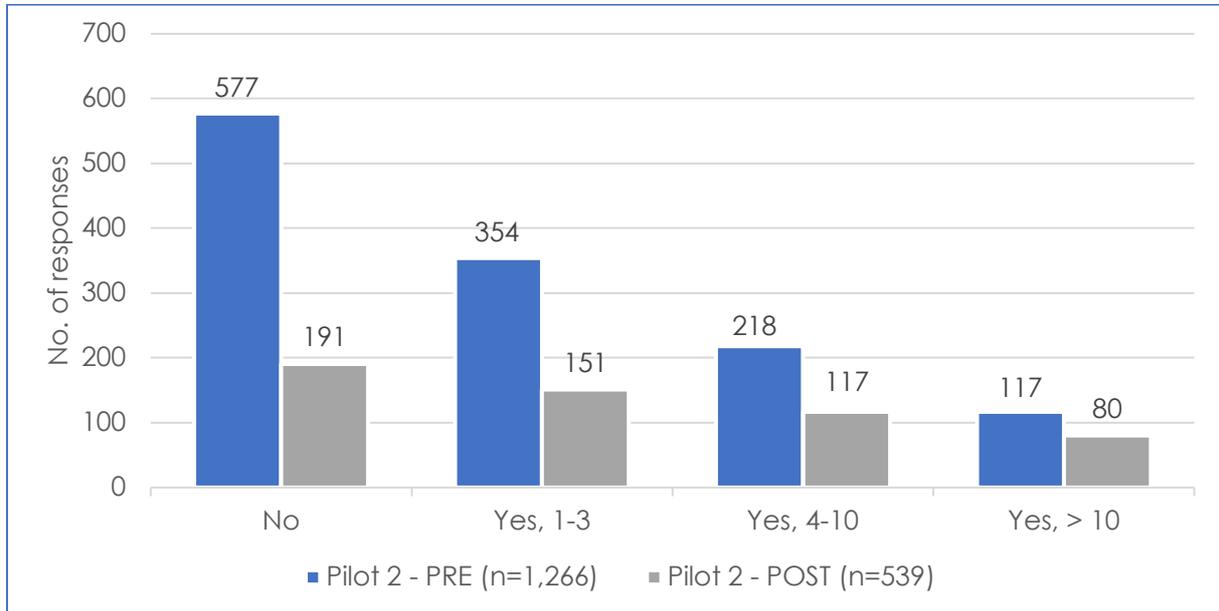


Chart 6: Pilot 2 pre and post, MOOC experience

## 4.2 ICT AND LANGUAGE PROFICIENCY

### 4.2.1 Competence in using ICT for teaching and learning

Participants were asked to self-assess their competence in using ICT for teaching and learning on a scale from 1 (low) to 5 (high; cf. chart 7). The average rating was  $\bar{x} = 3.5$  (SD = 0.9) in the pretest and  $\bar{x} = 4.0$  (SD = 0.8) in the posttest. A Mann-Whitney U test indicates that the difference between pretest and posttest is significant with a small effect size ( $r = -0.228$ ;  $p < 0.001$ ).

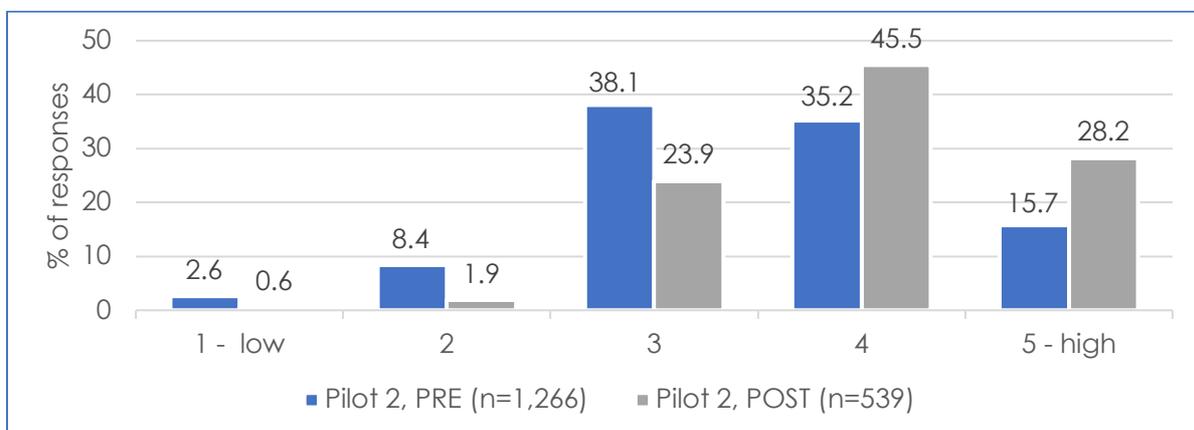


Chart 7: Pilot 2 pre and post, Competence in ICT for teaching & learning, reponses in %

### 4.2.2 English Language Proficiency

Participants were asked to self-assess their English language proficiency on a scale from 1 (low) to 5 (high; cf. chart 8). The average rating was  $\bar{x} = 3.6$  (SD = 1.1) in the pretest and  $\bar{x} = 3.8$  (SD = 1.0) in the posttest. A Mann-Whitney U test indicates that the difference between pretest and posttest is significant with a very small effect size ( $r = -0.066$ ;  $p = 0.005$ ).

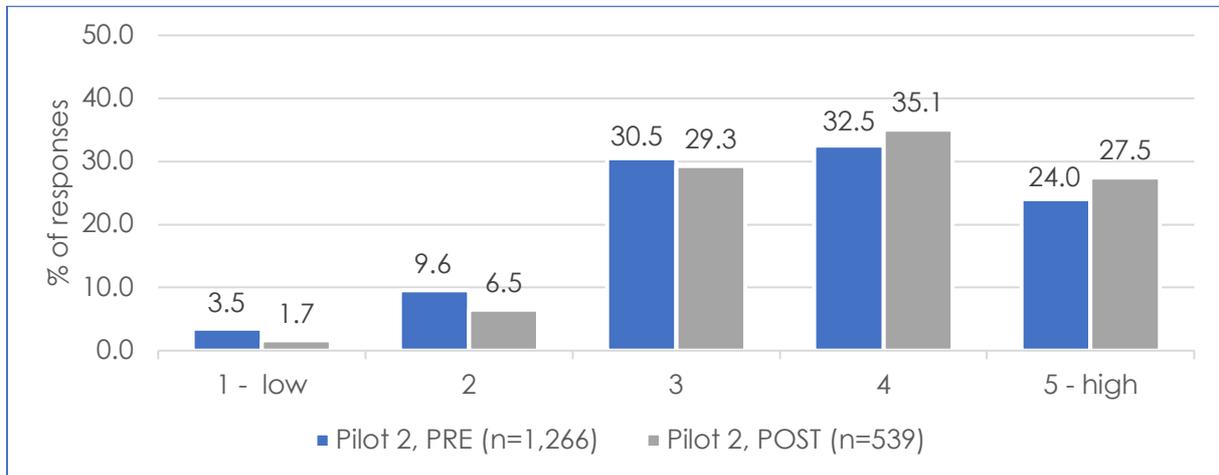


Chart 8: Pilot 2 pre and post, English language proficiency, responses in %

## 4.3 ASSESSMENT OF THE MOOC

### 4.3.1 Overall MOOC Rating

On a scale from 1 (poor) to 5 (excellent), participants in pilot 2 rated the overall value of the MOOC as  $\bar{x} = 4.6$  on average (SD = 0.7; cf. chart 9).

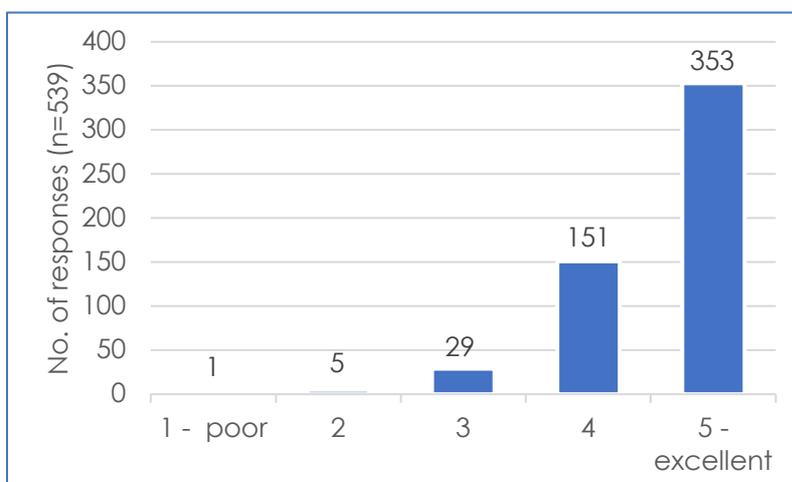


Chart 9: Pilot 2 posttest, MOOC rating

### 4.3.2 MOOC Difficulty

On a scale from 1 (very easy) to 5 (very difficult), participants rated the MOOC difficulty as  $\bar{x} = 2.8$  (SD = 0.6; cf. chart 10), which indicates a balanced perceived difficulty.

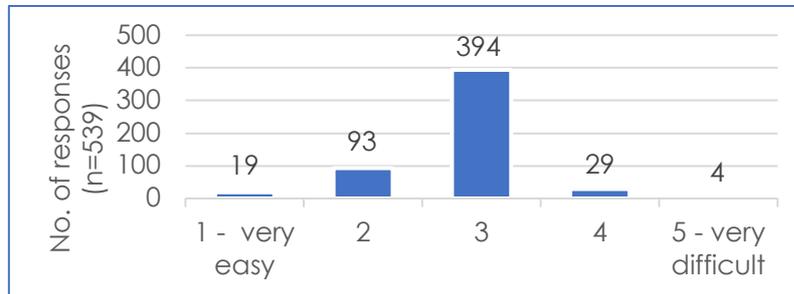


Chart 10: Pilot 2 posttest, MOOC difficulty

### 4.3.3 Time Spent per Unit

The modal value in terms of average time spent per MOOC unit is **2-3 hours**. There is quite a high variation, as values from "1-2 hours" to ">5 hours" were selected (cf. chart 11).

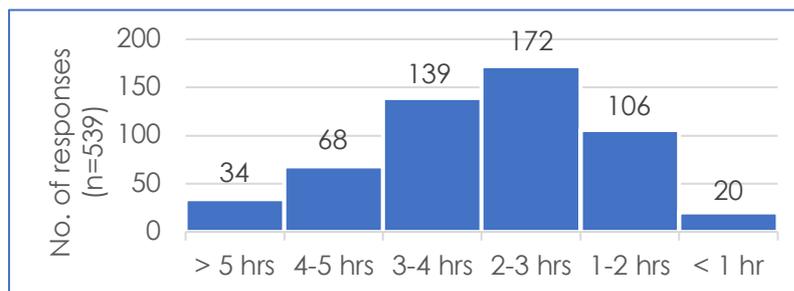


Chart 11: Pilot 2 posttest, Time per unit

### 4.3.4 Agreement with Statements on the MOOC

Participants were asked to indicate their approval of a number of statements, e.g. on the applicability, transferability and quality of the course, on a scale from 1 (strongly disagree) to 5 (strongly agree; cf. chart 12). Overall, participants on average clearly agreed with all of the statements with little variation between the statements.

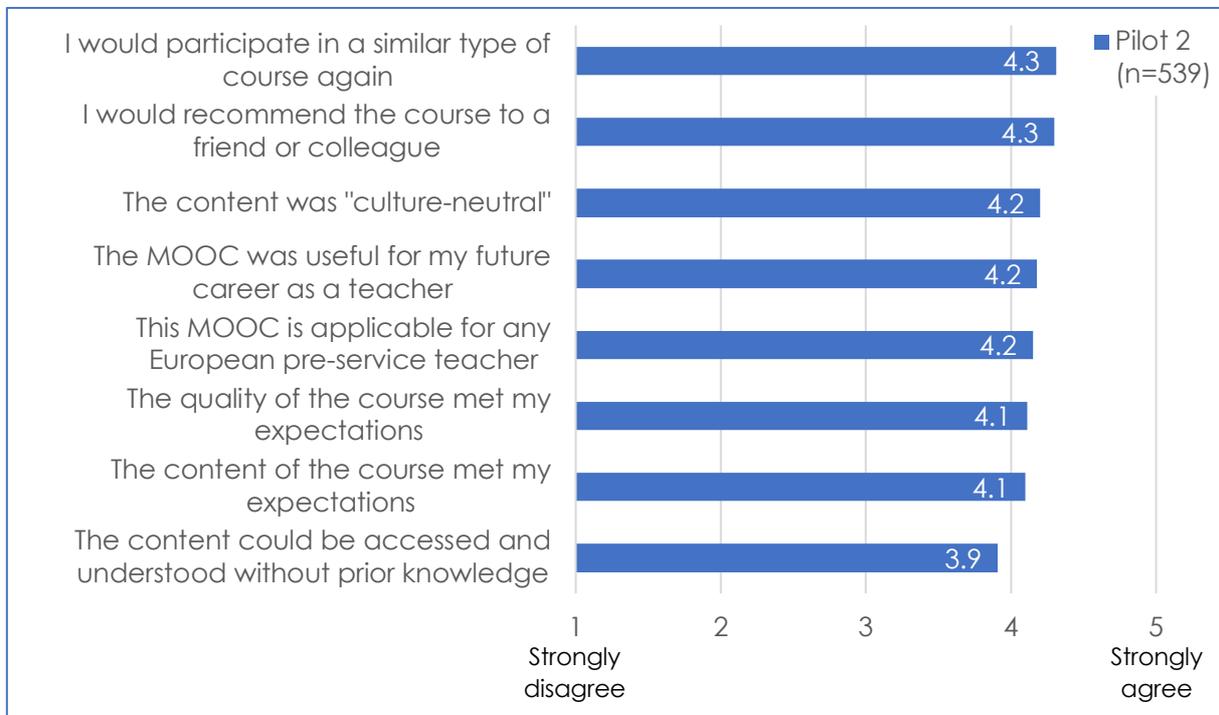


Chart 12: Pilot 2 posttest, MOOC statements

### 4.3.5 Rating of Course Features

The participants were asked to rate specific MOOC features on a scale from 1 (poor) to 5 (excellent). They gave best ratings for introductory pages, explanatory videos and the course structure and lowest ratings for live events, peer reviewing and forum (cf. chart 15). It should be noted that "lowest ratings" in this context are still ratings above 4, which means that all of the course features mentioned were perceived clearly positively and with little divergence.

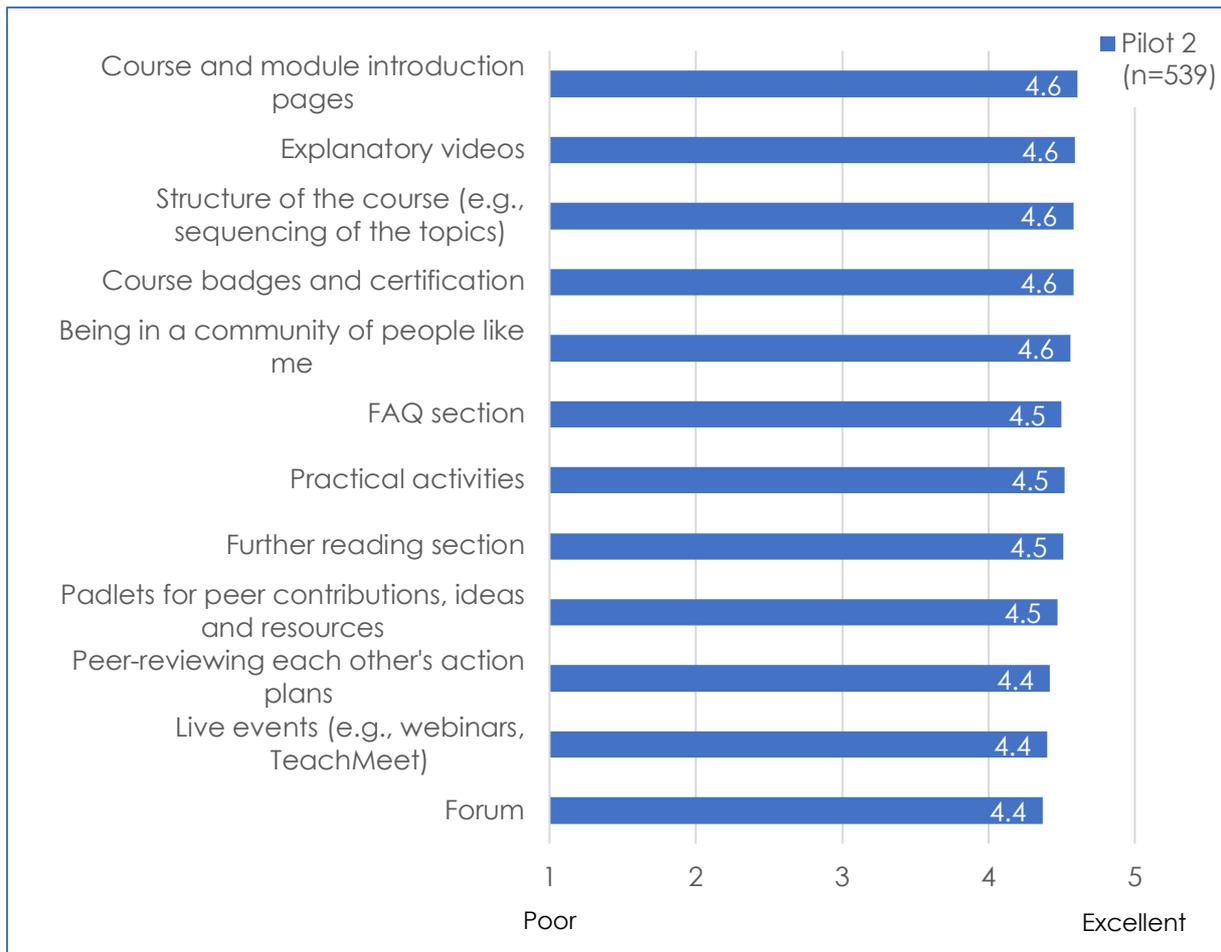


Chart 13: Pilot 2 posttest, Rating of course features

## 4.4 LEARNING OUTCOMES

Participants were asked to self-assess their knowledge about relevant core MOOC topics on a scale from 1 (low) to 5 (high) both in the pretest and in the posttest. There was an increase in the average ratings for all core topics.

In the posttest, the three topics where participants rated their knowledge as particularly high were “Lifelong learning”, “Collaborative learning” and “The concept of Active Learning”. The highest increases when comparing perceived knowledge in pretest and posttest can be observed with “How MOOCs work”, “Online curation of digital learning networks” and “Using Twitter for teaching and professional networking” (cf. chart 14).

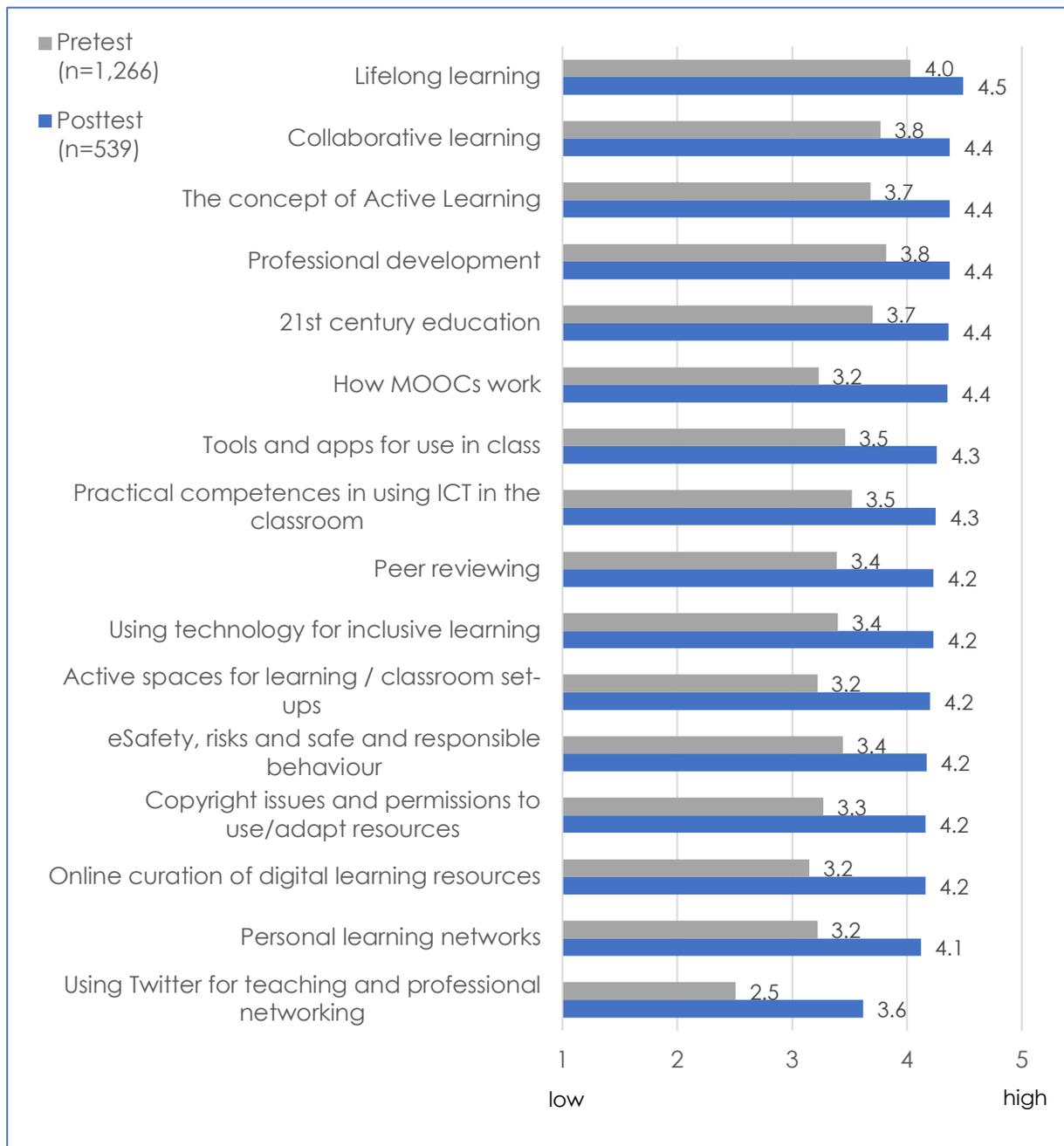


Chart 14: Pilot 2 posttest, Self-assessed knowledge of core MOOC topics

## 4.5 MOOC COMPLETION

### 4.5.1 Problems and Barriers

Posttest participants reported on a number of problems they encountered which prevented them from participating. About half of the group could complete the MOOC without mentioning any problems. The problems mentioned are illustrated in chart 15 by percentages of posttest participants; the open answers from the option “other” are summarized in table 2 by inductively derived categories.

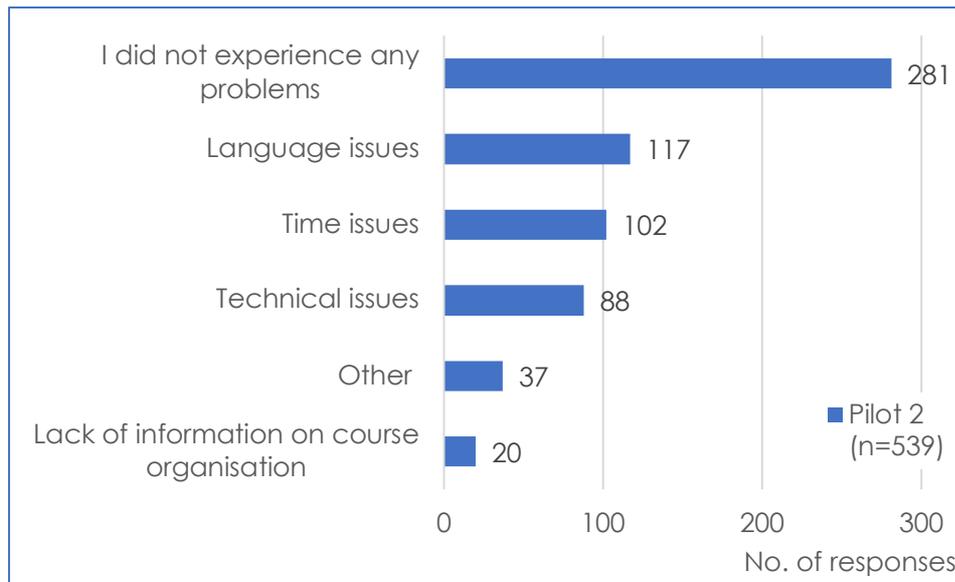


Chart 15: Pilot 2 posttest, Problems and barriers, multiple responses possible

Table 2: Pilot 2 posttest, Problems, free responses for "other" – summarized in inductive categories. n=37

Categories of free responses	No. of responses <sup>1</sup>	Example
Time issues	7	"I have to work in the afternoon-evening."
Technical issues: Padlet	8	"In the Padlets there was a lot of difficulty to upload my answers."
Technical issues: internet, browser etc.	6	"Browser compatibility with some web tools"
Not specified	5	"Certification for the course"
Social media use	3	"I don't use Twitter so I couldn't finish the tasks that involved work in Twitter."
No problem	3	"It was good"
Personal issues	2	"Deceased family member"
Language	2	"One of the works I got for peer review was in Turkish"
Lack of information	1	"lack of information"
Communication	1	"There were transportation problems caused by mail. For example, the last mail unfortunately came on the evening of April"

<sup>1</sup> Statements may belong into several categories at the same time.

		3rd. but as if on April 4 I knew the module last time"
--	--	--

#### 4.5.2 Completion Rate

Out of the 539 MOOC participants completing the posttest in pilot 2, **n = 33** persons did **not** complete the course.

The points in time when they stopped varied: 3 persons stopped in week 1, 10 persons in week 2, 8 persons in week 3, 10 persons in week 4 and 2 persons did not answer this question.

#### 4.5.3 Reasons for Dropping Out

In the posttest, participants who indicated having stopped the course before its completion (n = 33) were asked for the reasons for their dropping out.

The most frequently mentioned reason why participants dropped out of the course were time issues. All reasons mentioned are included in chart 16; the open answers from the option "other" are summarized in table 3 by inductively derived categories.

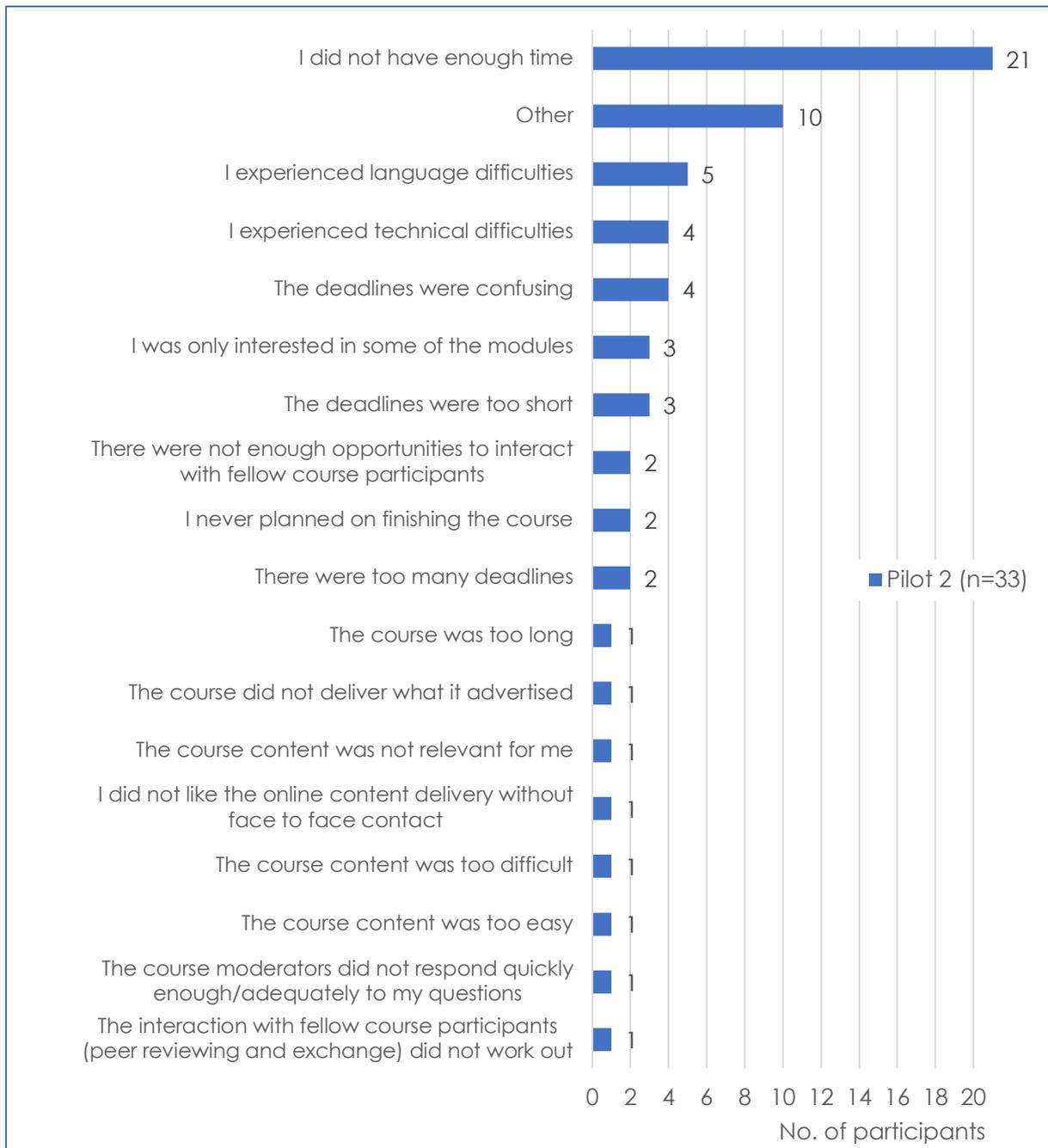


Chart 16: Pilot 2 posttest, Reasons for dropping out, multiple responses possible

Table 3: Pilot 2 posttest, Drop-outs, free responses for “other” – summarized in inductive categories. n=10

Categories of free responses	No. of responses <sup>2</sup>	Example
Knowledge issues	3	“I don’t know how to do it”

<sup>2</sup> Statements may belong into several categories at the same time.

Internet issues	2	"In Brazil the internet [is] very slow"
Personal issues	2	"I was not willing to waste my time on some of the activities"
Technical issues	2	"I couldn't make my lesson plan. So i couldn't take my certificate because it said that I have no time and no chance. For this reason I didn't like this system"
Time management issues	1	"I did not anticipate that it would take more time to do the activities"
Failure in a unit	1	"I did not complete the 'course introduction'"

#### 4.5.4 Reasons for Participation until the End

In the pilot 2 posttest,  $n = 501$  participants specified reasons why they completed the course until the end. The most frequently mentioned reasons were "Engaging and useful activities", "Certificate and digital badges" and "Flexibility of participation and contributions". The reasons are illustrated in chart 17; the open answers from the option "other" are summarized in table 4 by inductively derived categories.

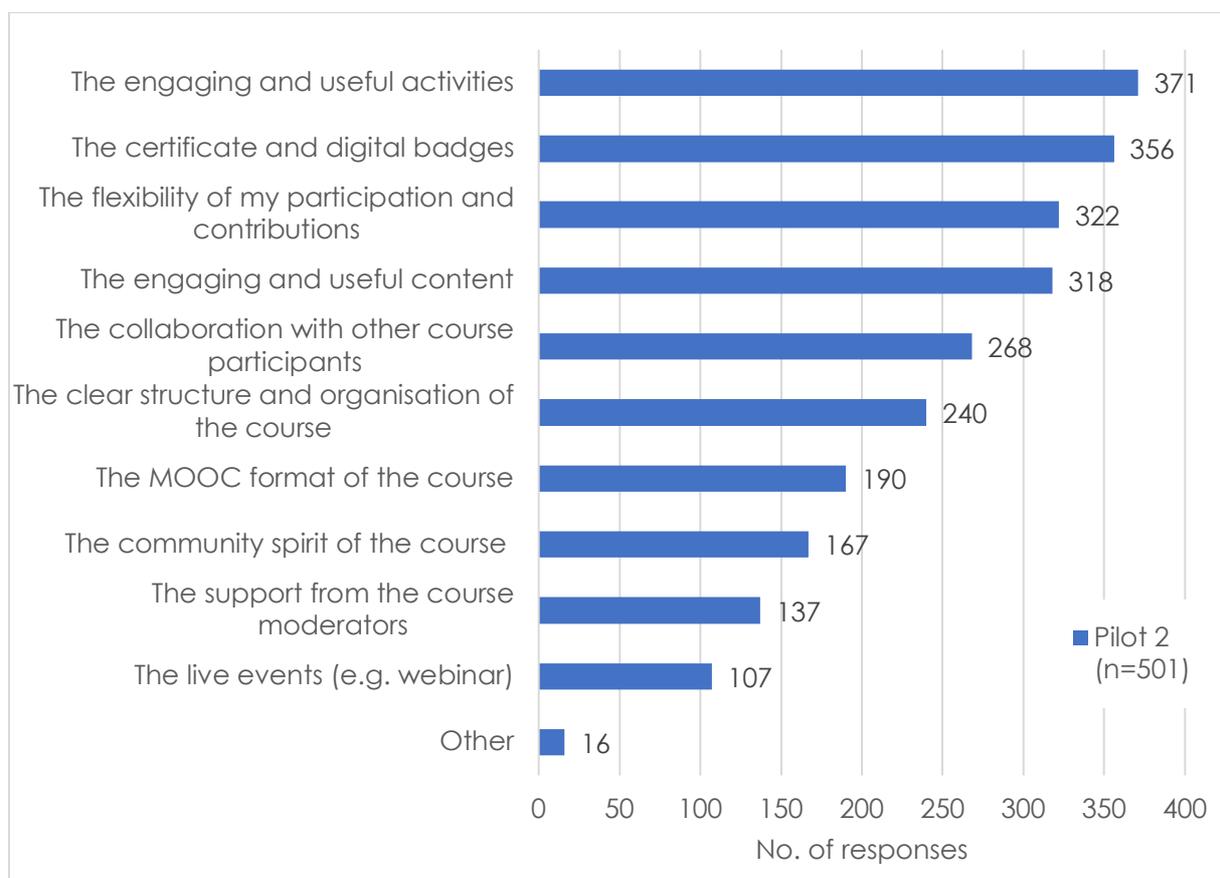


Chart 17: Pilot 2 posttest, Reasons for completing the MOOC, multiple responses possible.

Table 4: Pilot 2 posttest, Completion reasons, free responses for “other” – summarized in inductive categories. n=16

Categories of free responses	No. of responses <sup>3</sup>	Example
Personal interest / motivation	7	“This MOOC seems an endless learning journey that fills me with hope and self-confidence“
Mandatory participation	4	“We had to do it for grades at school“
Networking / connecting	2	“The possibility of sharing the knowledge gained with the colleagues in my department“
Moderators	1	“The course moderators were great. I would like to join this moderators' Networked Teacher courses in the future“
Course features	1	“I liked the translated video“
Other reasons	1	“issue of the discipline made in my master's degree“

## 4.6 OPEN FEEDBACK

N = 527 posttest participants in pilot 2 expressed an open feedback at the end of the survey. The responses are grouped in inductively derived categories in table 5. Overall, the majority confirms a positive and grateful feedback.

Table 5: Pilot 2 posttest, Open feedback – summarized in inductive categories (n=527)

Categories of free responses	Sub-Category	No. of responses <sup>4</sup>	Example
No specific comment / thank you		370	“Thank you“
Positive responses / praise	Personal development / learning achievements	24	“I really enjoy this experience and I start to use some of the teaching methods during my lessons“

<sup>3</sup> Statements may belong into several categories at the same time.

<sup>4</sup> Statements may belong into several categories at the same time.

	Contents	15	"A great opportunity to get aware of modern trends in different fields of education. Thank you!"
	Communication / exchange	11	"One of the things I liked the most in the MOOC it was the fact that we can see different points of view from different countries and people."
	Language	5	"An enriching course for my field of study, which also made me keep in touch with English, something that would not happen if I did not participate in it."
	Organization	3	"Everything was exceptionally organized."
	Activities & course features	3	"Padlet is a fantastic tool for collaborative tasks. I will use it in future."
	Other / unspecified	27	"That was an amazing experience for me. I learned a lot."
Future MOOCs	Attend again / general	19	"I enjoyed the course very much. Do more courses!"
	Attend again / specific	7	"I liked the structure of the course. In the future, I would like to get engaged in a MOOC about 'playful learning'."
Improvements	Padlet	7	"Padlet sometimes wasn't working. It was often frozen..."
	Badges & Certificate	5	"I found difficulty in understanding about the badges, what exactly they are and how can i download them but in the end i did it"
	Activities & topics	5	"As an experienced teacher who has a lot of experience with MOOCs I suggest you reduce the number of compulsory activities or make them more meaningful. In addition, social media can be nice but many of the proposed activities were barely scratching the surface of the SAMR model."
	Structure	5	"I experienced the structure extremely confusing. A lot of irrelevant information is giving in large texts. Would be easier to have the information compromised and not repeated constantly. I don't feel

			like a learned a lot of new knowledge but spend a lot of time reading through it."
	Language	2	"Some videos should [have] English written translation below the videos"
Miscellaneous		10	"In Turkey with these standarts, it is difficult to make the students behave correctly and try new things are really hard for us."

## 5 MOOC PILOT 3

### 5.1 DEMOGRAPHIC DATA

#### 5.1.1 Number of Responses and Countries

##### Pretest

In pilot 3 in 2019, a total of **n = 274** persons participated in the MOOC pretest. These participants came from **37 countries**, with the largest groups coming from Portugal (47), Turkey (40) and Romania (21; cf. chart 18).

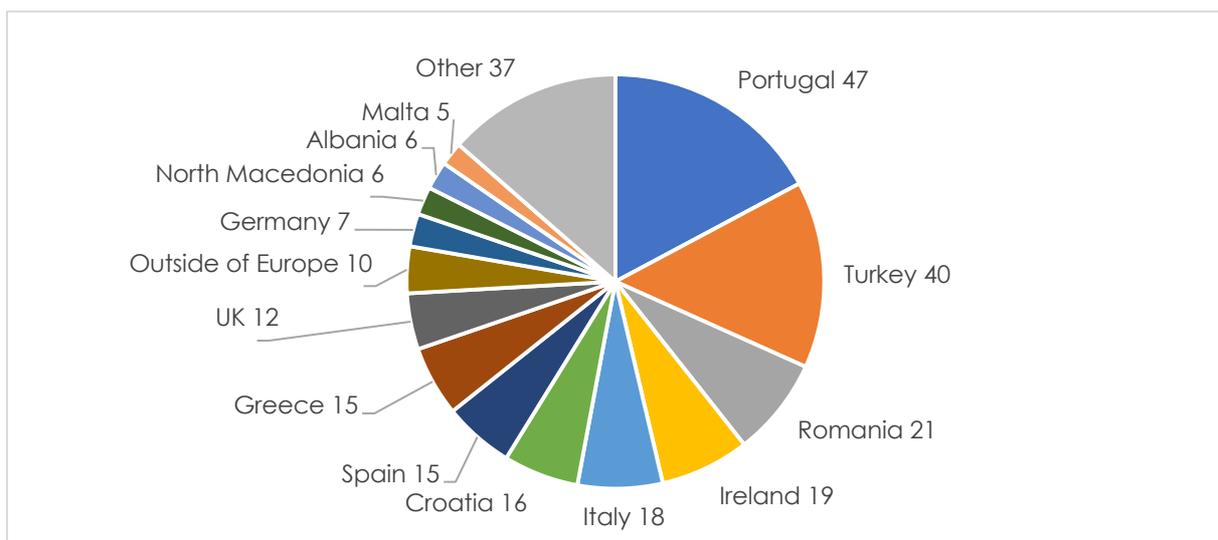


Chart 18: Pilot 3 pretest, Participants per country (n=274)

## Posttest

In the pilot 2 posttest, there were **n = 574** participants from **49 countries**. The largest groups of participants came from Ireland (147), Turkey (63) and Portugal (63; cf. chart 19).

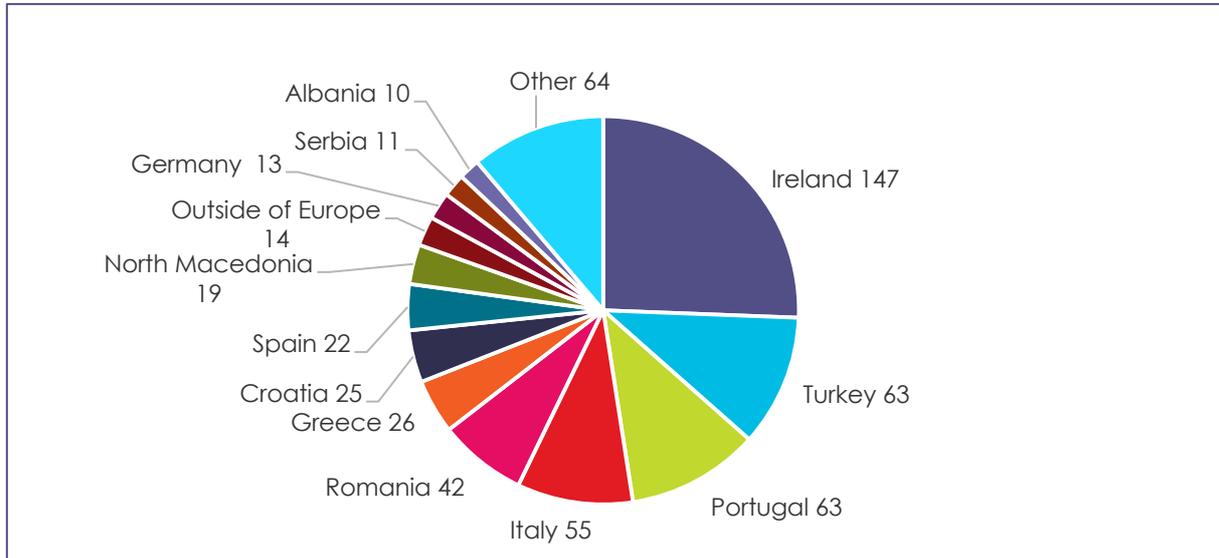


Chart 19: Pilot 3 posttest, Participants per country (n=574)

### 5.1.2 Participants' Age

The age median, i.e., the age group which was selected most frequently, was **36-50** both in the pretest and in the posttest (cf. table 6).

Table 6: Pilot 3 pre and post, Participants' age

Age Group	Pilot 3 Pretest (n=274)	Pilot 2 Posttest (n=574)
< 20	20	148
21-35	66	138
36-50	137	214
> 50	51	74

### 5.1.3 Participants' Gender

Both in the pretest and in the posttest, a clear majority of participants was **female** (cf. chart 20).

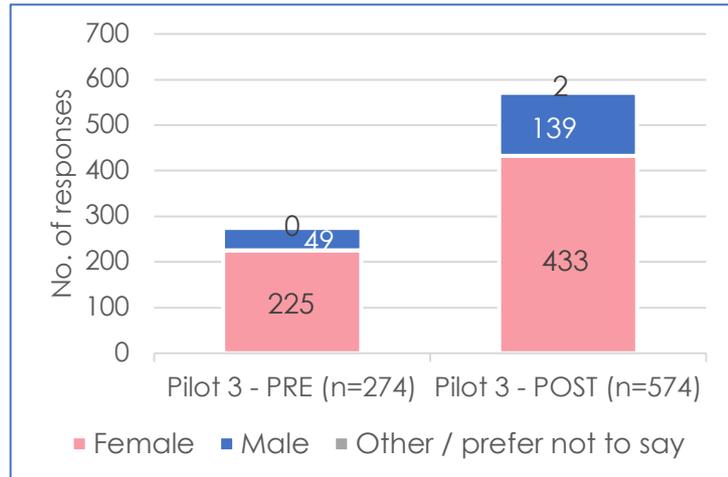


Chart 20: Pilot 3 pre and post, Gender

### 5.1.4 Participants' Fields of Study

In the pretest, a majority of participants studied for teaching in **secondary school**. Posttest participants studied for **primary school** by majority (cf. chart 21). Responses in "other" included, e.g., "High school", "Primary & Secondary School", "Higher Education", "University", or "Psychology".

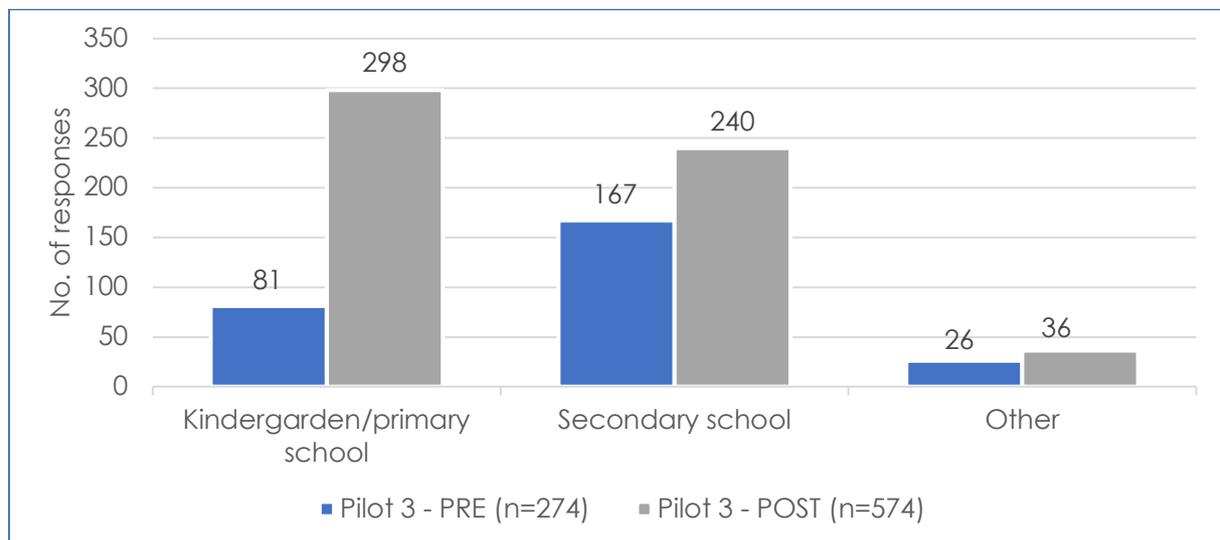


Chart 21: Pilot 3 pre and post, Fields of study

### 5.1.5 Teaching Status

A majority of participants reported being inservice teachers (cf. chart 22). Free responses in the category "other" included, e.g., "adult education", "scientist", "school librarian", or "educational board".

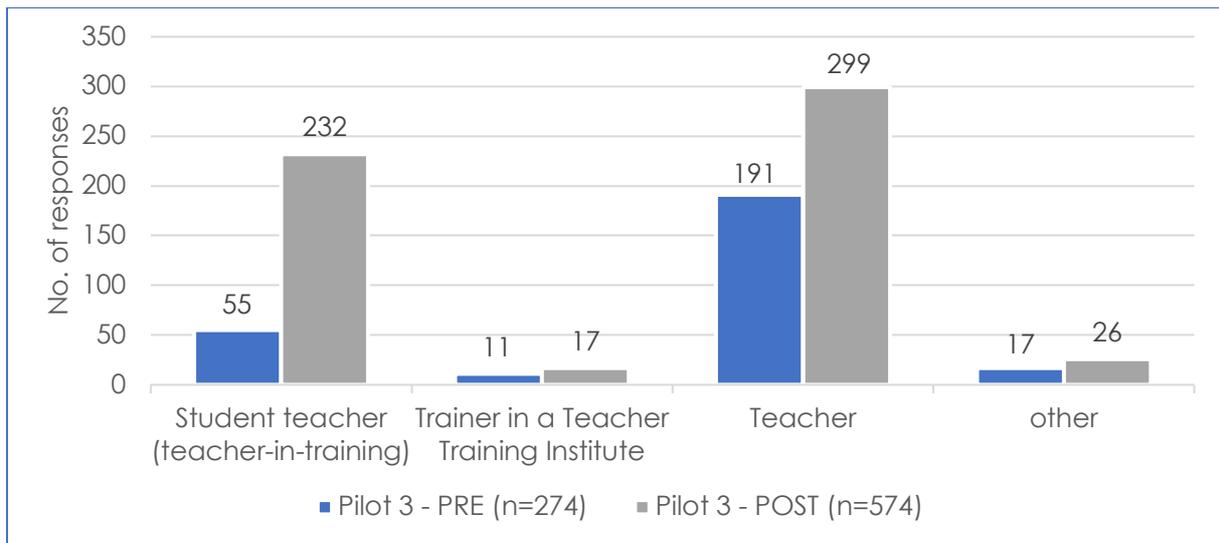


Chart 22: Pilot 3 pre and post, Teaching status

### 5.1.6 MOOC Experience

A majority of participants has taken one or several MOOCs prior to engaging with the ITELab MOOC: n = 182 pretest participants and n = 328 posttest participants had previous MOOC experience (cf. chart 23).

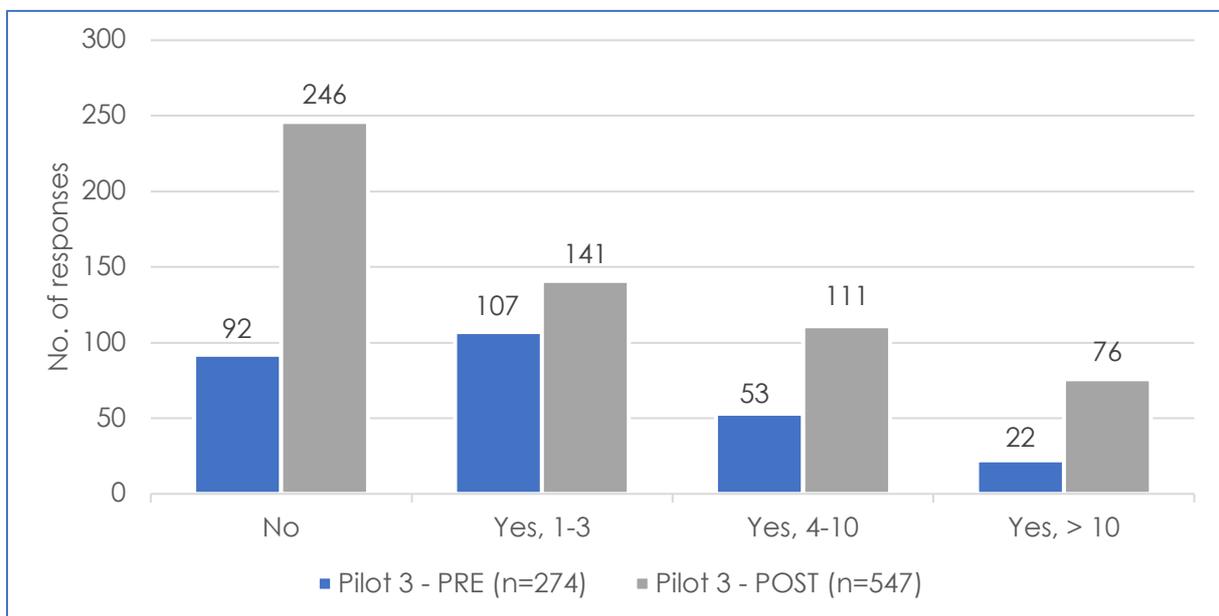


Chart 23: Pilot 3 pre and post, MOOC experience

## 5.2 ICT AND LANGUAGE PROFICIENCY

### 5.2.1 Competence in Using ICT for Teaching and Learning

Participants were asked to self-assess their competence in using ICT for teaching and learning on a scale from 1 (low) to 5 (high; cf. chart 24). The average rating was  $\bar{x} = 3.7$  (SD = 0.9) in the pretest and  $\bar{x} = 4.0$  (SD = 0.8) in the posttest. A Mann-Whitney U test indicates that the difference between pretest and posttest is significant with a small effect size ( $r = -0.168$ ;  $p < 0.001$ ).

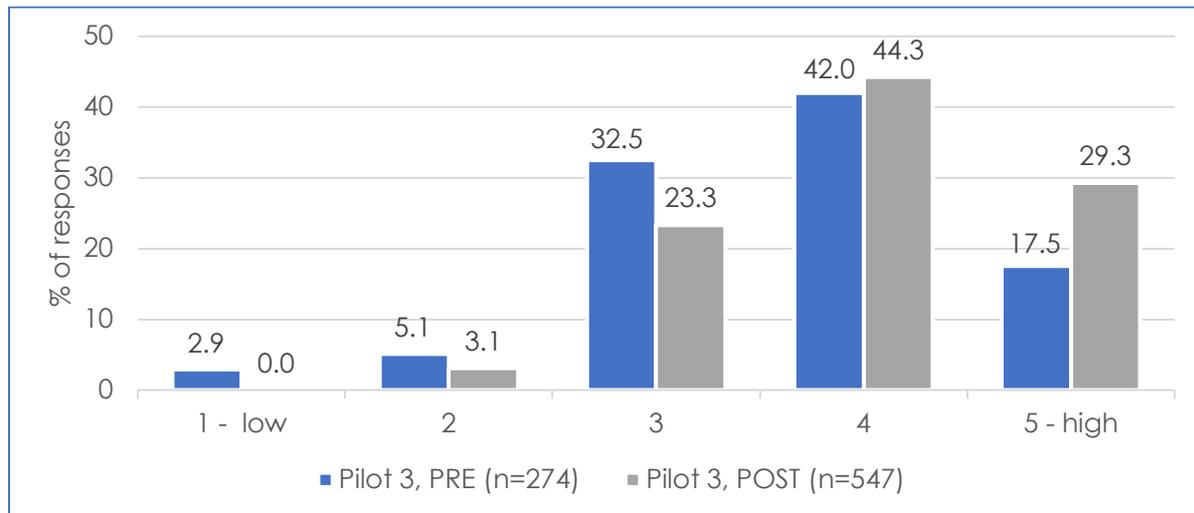


Chart 24: Pilot 3 pre and post, Competence in ICT for teaching & learning, responses in %

### 5.2.2 English Language Proficiency

Participants were asked to self-assess their English language proficiency on a scale from 1 (low) to 5 (high; cf. chart 25). The average rating was  $\bar{x} = 3.9$  (SD = 1.0) in the pretest and  $\bar{x} = 4.0$  (SD = 1.0) in the posttest. A Mann-Whitney U test indicates that the difference between pretest and posttest is not significant ( $p = 0.379$ ).

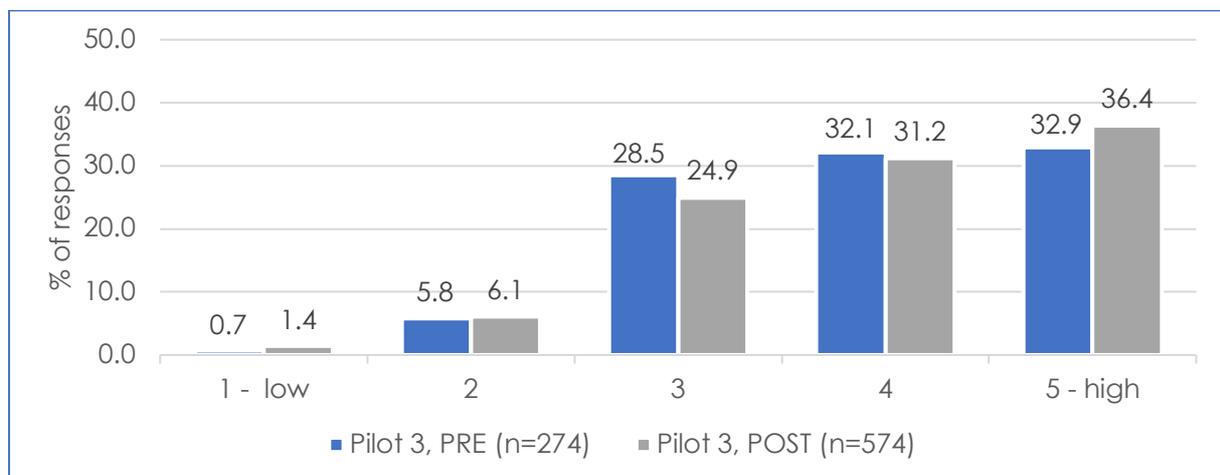


Chart 25: Pilot 3 pre and post, English language proficiency, responses in %

## 5.3 ASSESSMENT OF THE MOOC

### 5.3.1 Overall MOOC Rating

On a scale from 1 (poor) to 5 (excellent), participants in pilot 3 rated the overall value of the MOOC as  $\bar{x} = 4.5$  on average (SD = 0.7; cf. chart 26).

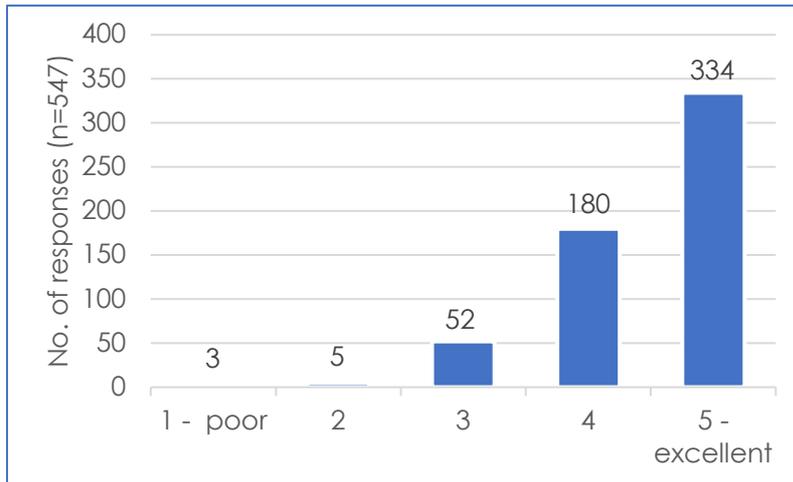


Chart 26: Pilot 3 posttest, MOOC rating

### 5.3.2 MOOC Difficulty

On a scale from 1 (very easy) to 5 (very difficult), participants rated the MOOC difficulty as  $\bar{x} = 3.2$  (SD = 0.5; cf. chart 27), which indicates a balanced perceived difficulty.

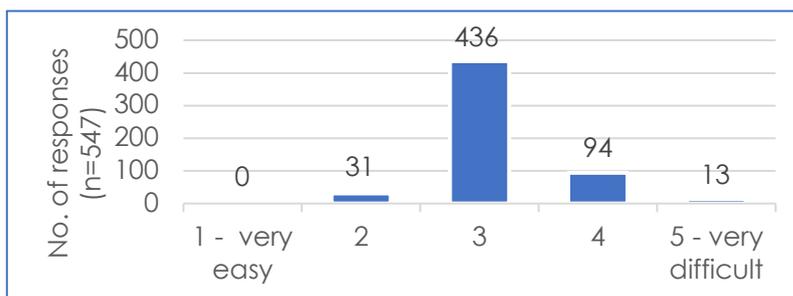


Chart 27: Pilot 3 posttest, MOOC difficulty

### 5.3.3 Time Spent per Unit

The modal value in terms of average time spent per MOOC unit is **2-3 hours**. There is quite a high variation, as values from "1-2 hours" to ">5 hours" were selected (cf. chart 28).

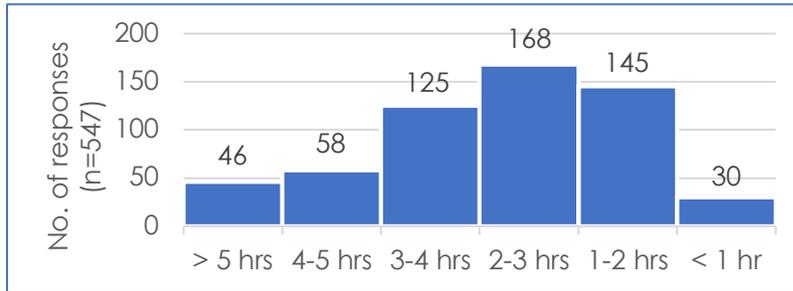


Chart 28: Pilot 3 posttest, Time per unit

### 5.3.4 Agreement with Statements on the MOOC

Participants were asked to indicate their approval of a number of statements, e.g. on the applicability, transferability and quality of the course, on a scale from 1 (strongly disagree) to 5 (strongly agree; cf. chart 29). Overall, participants on average clearly agreed with all of the statements with little variation between the statements.

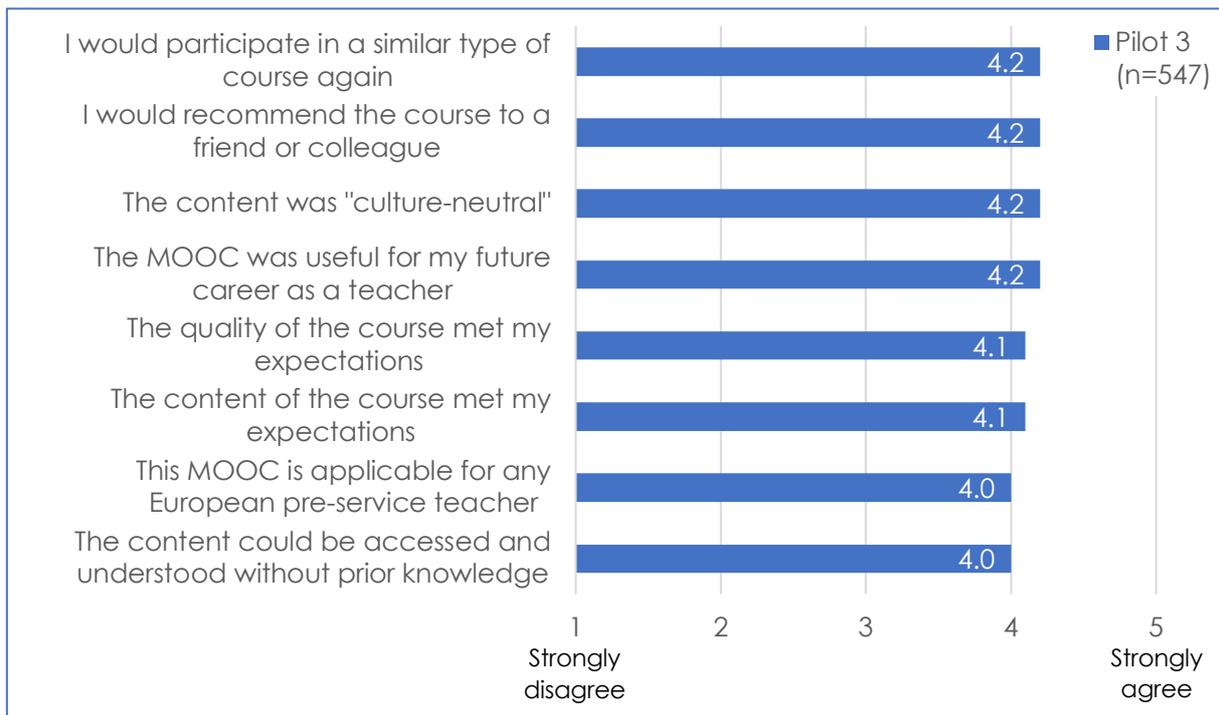


Chart 29: Pilot 3 posttest, MOOC statements

### 5.3.5 Rating of Course Features

The participants were asked to rate specific MOOC features on a scale from 1 (poor) to 5 (excellent). They gave best ratings for introductory pages, explanatory videos and the course structure and lowest ratings for forum and live events (cf. chart 30). It should be noted that “lowest ratings” in this context are still ratings above 4, which means that all of the course features mentioned were perceived clearly positively and with little divergence.

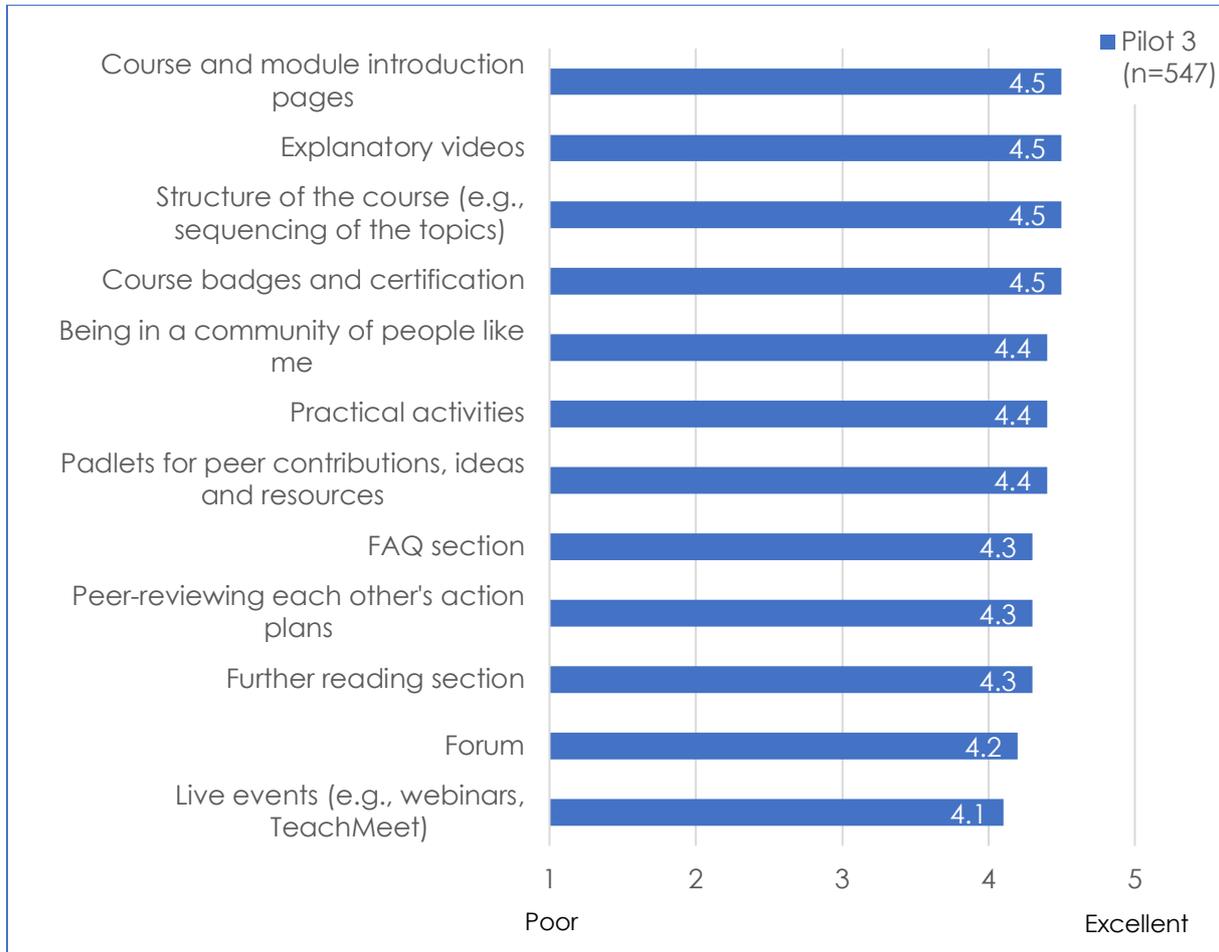


Chart 30: Pilot 3 posttest, Rating of course features

## 5.4 LEARNING OUTCOMES

Participants were asked to self-assess their knowledge about relevant core MOOC topics on a scale from 1 (low) to 5 (high) both in the pretest and in the posttest. There was an increase in the average ratings for all core topics.

In the posttest, the three topics where participants rated their knowledge as particularly high were “Collaborative learning” and “The concept of Active Learning”. The highest increases when comparing perceived knowledge in pretest and posttest can be observed with “Active spaces for learning”, “Online curation of digital learning networks” and “Using Twitter for teaching and professional networking” (cf. chart 31).

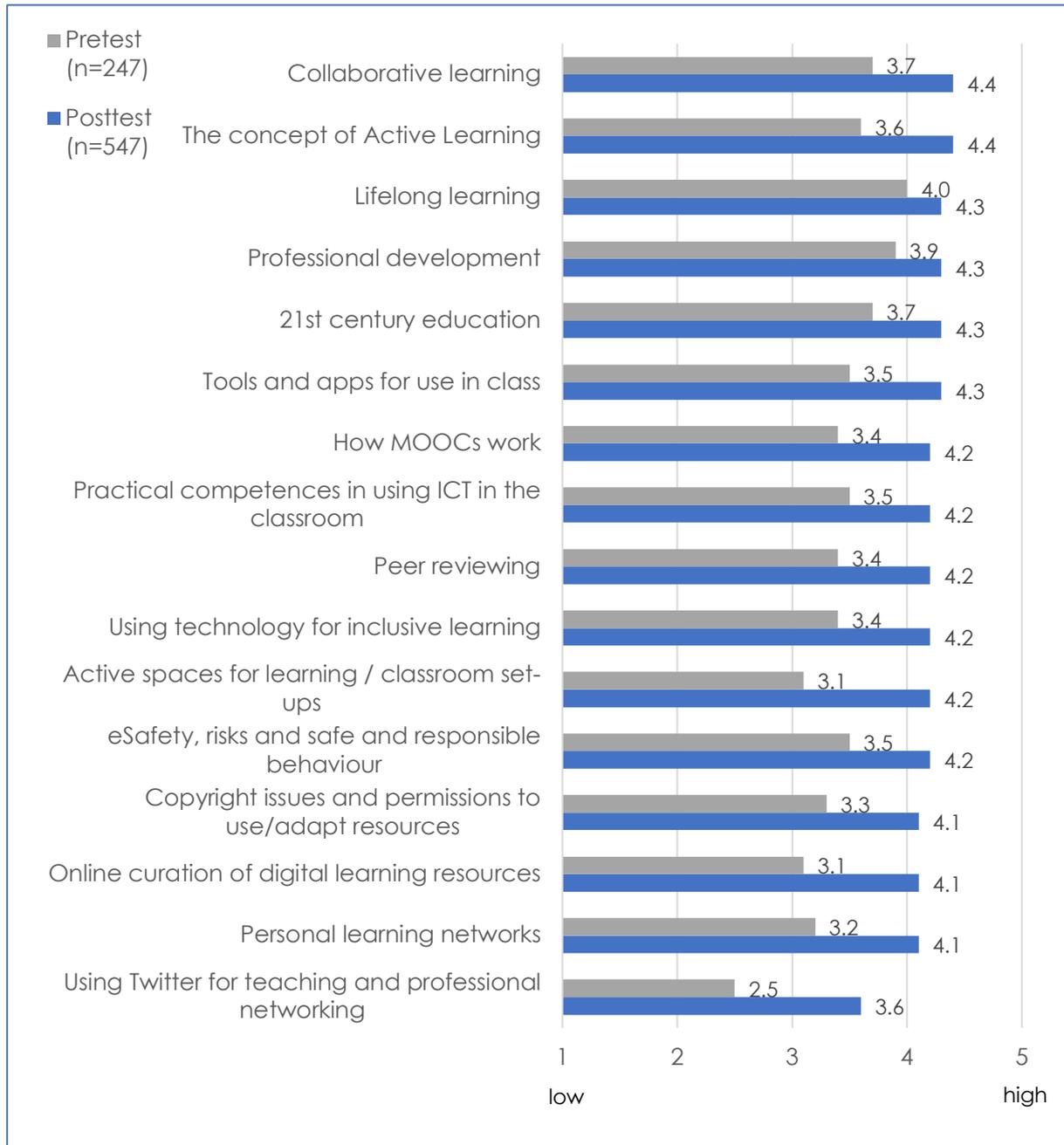


Chart 31: Pilot 3 pre and post, Self-assessed knowledge of core MOOC topics

## 5.5 MOOC COMPLETION

### 5.5.1 Problems and Barriers

Posttest participants reported on a number of problems they encountered which prevented them from participating. A majority could complete the MOOC without mentioning any problems. The problems mentioned are illustrated in chart 32 by percentages of posttest participants; the open answers from the option “other” are summarized in table 7 by inductively derived categories.

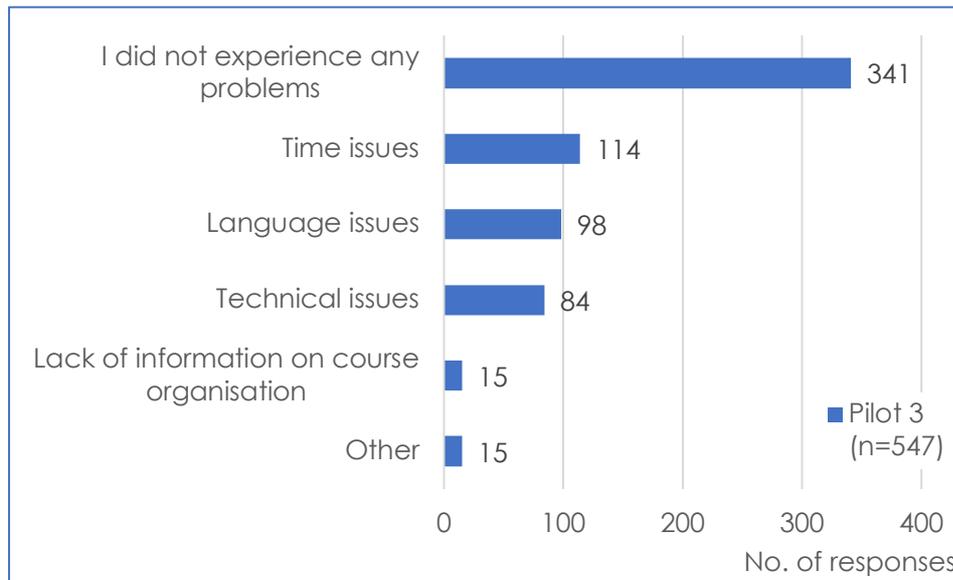


Chart 32: Pilot 3 posttest, Problems and barriers, multiple responses possible

Table 7: Pilot 3 posttest, Problems, free responses for “other” – summarized in inductive categories. n=15

Categories of free responses	No. of responses <sup>5</sup>	Example
Technical problems	4	“Sometimes I had to view the videos multiple times, because it wasn't shown as viewed”.
Too many apps/tasks	3	“Too many tasks (even if you don't need to complete all of them)”.
Time issues	2	“Courses in late afternoon and with time shift were impossible for me!”
Difficulty/unfamiliarity	2	“I didn't know some programs mentioned during the course”.
Registration for specific apps	2	“Don't want to use Twitter (personal reasons)”.

<sup>5</sup> Statements may belong into several categories at the same time.

Proprietary software	1	"Some resources are not free".
No exchange with peers	1	"Ser de Sudamérica Perú y no alternar con pares de la region".
Personal issues	1	"What I've marked are shortcomings about me".

### 5.5.2 Completion Rate

Out of the 547 MOOC participants completing the posttest in pilot 3, **n = 7** persons did **not** complete the course.

The points in time when they stopped varied: 1 person stopped in week 1, 2 persons in week 2, 2 persons in week 3, 1 person in week 4 and 1 person did not answer this question.

### 5.5.3 Reasons for Dropping out

In the posttest, participants who indicated having stopped the course before its completion (n = 7) were asked for the reasons for their dropping out.

The most frequently mentioned reason why participants dropped out of the course were time issues. All reasons mentioned are included in chart 33; the open answer provided for the option "other" is:

"Time issues and the fact that I am only 'spying' on the programme. I did recommend it to beginning teachers though".

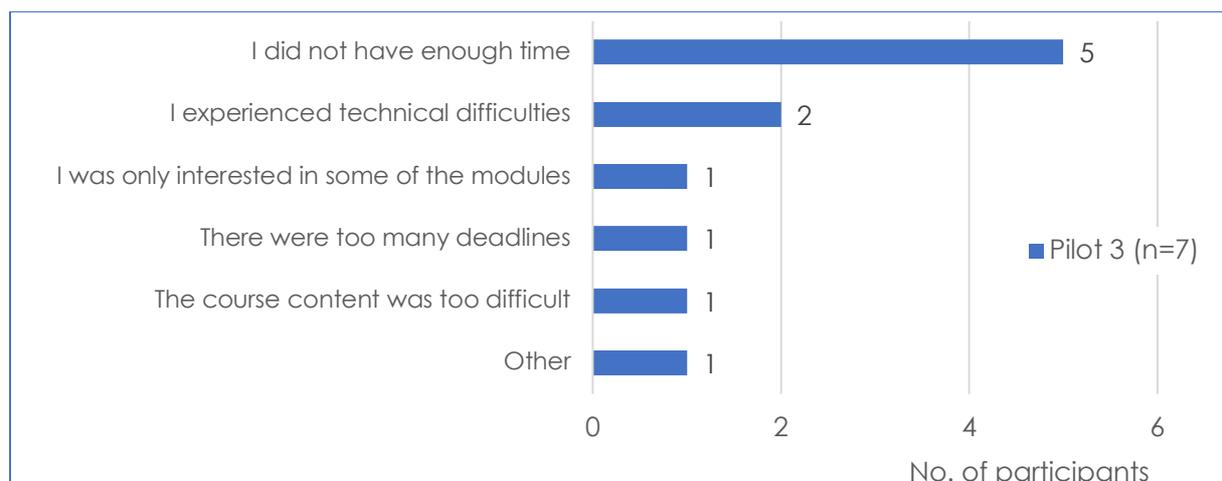


Chart 33: Pilot 3 posttest, Reasons for dropping out, multiple responses possible

### 5.5.4 Reasons for Participation until the End

In the pilot 3 posttest, n = 540 participants specified reasons why they completed the course until the end. The most frequently mentioned reasons were “Certificate and digital badges”, “Engaging and useful activities” and “Engaging and useful content”. The reasons are illustrated in chart 34.

The 10 open responses either referred to the contents and positive effects of the course (7), personal reasons (2) or were unspecific (1).

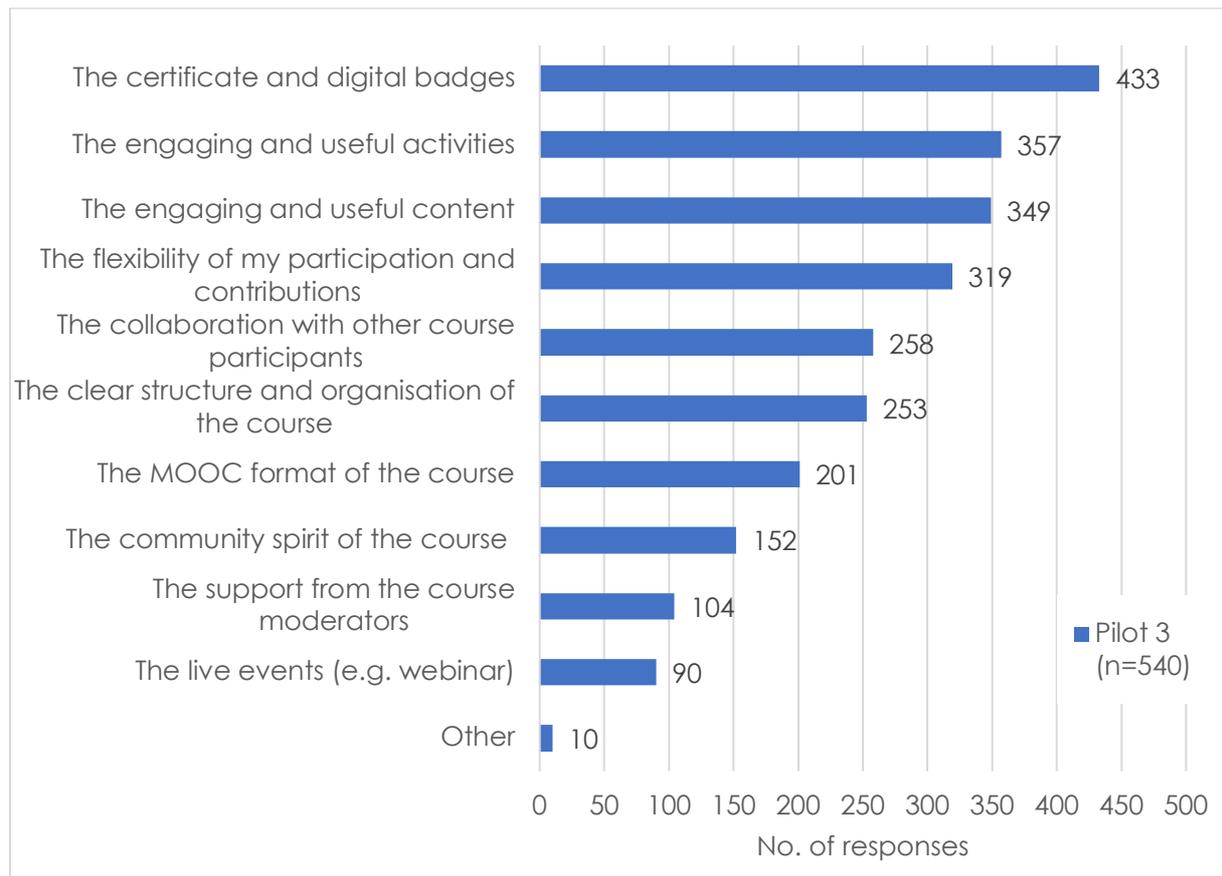


Chart 34: Pilot 3 posttest, Reasons for completing the MOOC, multiple responses possible.

### 5.6 OPEN FEEDBACK

N = 569 posttest participants in pilot 3 expressed an open feedback at the end of the survey. The responses are grouped in inductively derived categories in table 5. Overall, the majority confirms a positive and grateful feedback.

Table 8: Pilot 3 posttest: Open feedback – summarized in inductive categories (n=569)

Categories of free responses	Sub-Category	No. of responses <sup>6</sup>	Example
No specific comment / thank you		332	"Thank you"
Positive responses / praise	Personal development / learning achievements	111	"It was fantastic and I learned a lot."
	Contents	50	"I found the content to be quite interesting for my area. I will be attentive to future courses."
	Organization	12	"Thank you for your time putting the course together."
	Activities & course features	9	"I love the tools that we got. I started using them and I'm very enthusiastic."
	Communication / exchange	7	"I enjoyed the course as it allowed me to see what other teachers think."
Future MOOCs		11	"I am looking forward to another new course like this one!"
Improvements	Other / problems	10	"Please, try to find a solution with the very important matter of Northern Macedonia. It is a political issue to state that they come from Macedonia and not Northern Macedonia and it is incidentally used to pass a political message."
	Time / Timing	4	"Very good course but a bit long and time consuming."
	Contents	4	"Some activities and contents unfortunately seemed quite superficial to me. I sometimes missed explications of what the activities should be useful for. The course idea in general is good and the course gave a good overview of 21st century teaching. Thanks!"
	Language	3	"I'd want this kind of MOOCs in Italian language....in future time :-)"

<sup>6</sup> Statements may belong into several categories at the same time.

	Certificate	2	"I like the MOOC. But I didn't get my certificate."
	Padlet	2	"You should consider to find another way of communication beyond padlets because we only use this tool."
Miscellaneous	8	<p>"I was really shocked by the ideology that dominates this MOOC. The aim of schools should be to help human beings becoming independent, conscious and educated - not to produce willing and efficient workforce. Also the role of technology in Schools is way more ambiguous than showed by the course. I hope that you will rework this and bring in more perspectives - at least that's what I've been told is important when teaching in front of a class, so I believed that a seminar about teaching would try to do this also. Also please rethink the massive advertisement for several companies. It should not be the business of a course for teachers to make as many people as possible signing up on platforms like twitter, instagram, skype,... cari saluti"</p>	

## 6 MOOC PILOTS 1, 2 AND 3 – SUMMARY AND CONCLUSIONS

### 6.1 DEMOGRAPHIC DATA

Overall, the ITELab MOOC reached a wide audience in the three pilots in 2018 and 2019. Table 8 summarizes the responses for the surveys per pilot and sample.

Table 9: Pilots 1,2 and 3, participants per sample

Pilot	Survey	No. of participants
1	Pretest	130
	Posttest	40
2	Pretest	1,266
	Posttest	539
3	Pretest	247
	Posttest	547

The participant numbers are widely consistent with the approach of the ITELab project to pilot-test materials with a smaller sample first and to extend the target group in pilots 2 and 3. It is important to note that these samples do not represent the total numbers of MOOC participants but only include these participants who 1) attended the MOOC and 2) filled in one or both surveys. Due to data protection concerns, the samples were treated as separate samples without linking data sets from pre and post. Hence, changes from pre to posttest on participant level cannot be concluded.

In total, **learners from approx. 62 countries** participated, not only from Europe but also from beyond. In all samples, there was a clear majority of female participants. Pilot 1 was limited to partner universities. Consequently, most participants were **student teachers** and the age class selected most often was 21-25. Pilots 2 and 3 were frequently accessed also by **inservice teachers**, who represented the majority of participants, despite the initial intention within the ITELab project to provide a course for preservice teachers. In accordance with this, the age group selected most frequently was 35-50 for pilots 2 and 3.

The high interest in the ITELab MOOC also with numerous inservice teachers, and their positive feedback, highlights the need for professional development in the field of digital media and media pedagogy that is not limited to the stage of initial teacher education but remains a lifelong challenge also for advanced teachers. Hence, the target group for the MOOC developed is extended also to inservice teachers and, as the demographic data reveal, was even successfully used by further interested groups such as school librarians, advisors, educational boards, etc. This extended target group is relevant in terms of applicability, because the applicability of the MOOC has proven wider than expected initially.

## 6.2 ICT AND ENGLISH LANGUAGE PROFICIENCY

Mann-Whitney U tests were used to test the significance of the differences between mean values in pretests and posttests in pilot 2 and 3. It was confirmed for both pilots that there **was a significant increase** in the mean values for self-assessed competence in using ICT for teaching and learning from pretest to posttest, although the effect sizes are small. With regards to English language proficiency, there was a significant increase with a very small effect size for pilot 2 and no significant difference in pilot 3.

These findings comply with the overall goal of the MOOC to advance competence in using ICT for teaching and learning with study participants but are subject to limitations linked to a certain bias in self-assessments, especially in the light of the comparably short timeframe between pretest and posttest.

## 6.3 ASSESSMENT OF THE MOOC

Overall, the items used to learn more about the participants' assessment of the MOOC reveal a wide satisfaction and success. On a scale from 1 (poor) to 5 (excellent), participants rated the overall value of the MOOC as  $\bar{x} = 4.4$  in pilot 1,  $\bar{x} = 4.6$  in pilot 2 and  $\bar{x} = 4.5$  in pilot 3, which confirms a strong perceived value of the course for most participants. Its difficulty was assessed as balanced throughout all pilots and the time needed per unit is also widely consistent with the intended 2-4 hr timeframe.

The survey section on MOOC assessment also included a number of items on the transferability and European applicability of the course, on user satisfaction, on its compliance with expectations and on its quality. These items were rated on a scale from 1 (low) to 5 (high). Remarkably, all items in this section received clearly positive ratings in all three pilots with little deviation. Mean values ranged from 3.9 to 4.3 for all of these items across all three pilots, confirming that **most of the study participants acknowledged the quality, transferability and applicability of the MOOC**. This finding is relevant for the first research question regarding the feasibility and applicability of the materials.

The survey further investigated participants' ratings of specific course features on a scale from 1 (poor) to 5 (excellent). Also in the case of these ratings, the results are overall positive with average values ranging between 4.2 and 4.8 across the three pilots. Hence, **all MOOC features were accepted as very good** by the participants, with particularly high values for introductory pages and explanatory videos and lower, but still high values for live events and the forum.

## 6.4 LEARNING ACHIEVEMENTS

To reach a better understanding of the self-assessed learning achievements, participants in pilots 2 and 3 were asked to rate their understanding of MOOC core topics on a scale from 1 (low) to 5 (high) in pretest and posttest.

It is important to note that the average values of pretest and posttest cannot be compared on a 1:1 basis to draw valid conclusions on the learning success effected by the MOOC. The test design does not allow for such conclusions, as an experimental

design with a control group would be required to achieve valid results. Moreover, the nature of the subjective self-assessment further delimits the informative value of these data. Yet, the comparison of pretest and posttest data points out certain tendencies.

Centrally, it is noteworthy that the average posttest scores are continuously higher than the pretest scores. The increase between pre and post score ranges from 0.3 to 1.2, with an average increase of approx. 0.8 across all topics in both pilots. These findings indicate that participants felt they know more about the topics after completing the MOOC than they did before starting it. In the context of the other overall positive and confirmative findings, **the conclusion is likely that the MOOC had a positive effect on the advancement of the perceived knowledge**, even though other factors might have had an influence on these developments, as well. This finding is important for the second research question concerning learning achievements, because it shows that relevant learning took place with MOOC participants.

## 6.5 MOOC COMPLETION

Overall, most participants reported being able to use the MOOC without significant problems in all three pilots. The most frequently mentioned barriers both for course completers and dropouts were issues with **time, language and technology**. However, most of the posttest participants completed the course.

When asked for the reasons why they completed the MOOC, the test participants selected "certificate and digital badges", "flexibility of participation and contributions", "engaging and useful activities" and "engaging and useful content" as the top four reasons in all three pilot studies.

## 6.6 OPEN FEEDBACK

At the end of the posttest surveys, participants had the chance to express open feedback. They gave a multifaceted and detailed feedback on numerous aspects that can be read up in detail in the report. This paragraph complements the overall positive evaluation results and confirms that the ITELab MOOC was a valuable and successful experience for most of the participants.

## 6.7 ADVICE FOR FURTHER DEVELOPMENT / USE BASED ON THESE FINDINGS

Overall, the evaluation results of the MOOC lead to the conclusion that the MOOC is **applicable and useable for further implementations across various countries**. The open, practice oriented and voluntary nature of the MOOC supports this applicability and usefulness: student teachers and also inservice teachers from all countries could join and work on the materials widely self-reliantly, at their own pace and according to their individual timeframes and preferences.

At the same time, the voluntary MOOC format and digital badge certification posed challenges with regards to acceptance and acknowledgement by higher education institutions. For further development and use of the MOOC, it can be helpful to foster **institutional acknowledgement** of the work invested, e.g., by awarding accreditation

or by accepting the MOOC as part of a course work load. The participants' feedback and the experiences from the ITELab project showed that the MOOC also takes advantage from institutional integration, despite its standalone nature. If teacher educators actively promote the MOOC and if there are institutional support structures, e.g. by student teachers working groups or mentors or teacher educators' support, then the MOOC can be expected to be even better recognized and accepted.

Even in the current format, the high numbers of participants, not only from the original target group of student teachers but also from the group of inservice teachers, shows that the offer for professional development is of high interest and relevance for a wide audience. In comparison to the ITELab module, the implementation of which was restricted in some cases by institutional and local frame conditions (cf. D5.4), the MOOC attracted even more participants and prove that the online learning format has advantages when it comes to reaching wider audiences. On the other hand, the **depth and complexity of learning processes** supported by teacher educators in face to face-learning settings as stimulated by the course modules is intentionally higher than those triggered by the practice oriented MOOC. Insofar, the ITELab course modules and MOOC follow different objectives and complement each other.

## 7 APPENDIX: PILOT 2 AND 3 QUESTIONNAIRES

### Networked Teacher – Teaching in the 21<sup>st</sup> century course (ITELab, EUN Academy)

#### Pre-Course Survey

Dear student teachers,

Thank you for your participation in the Networked Teacher – Teaching in the 21st century course, offered by ITELab project, on the EUN Academy platform.

This course is part of a project, which will be evaluated by the University of Würzburg, to assess its success and to identify potential for improvement. There are two online questionnaires within the course: one at the start of the course, to help understand who you are; and one at the end for your feedback and to support your own reflections.

Your answers are a central resource for this evaluation and of great value for this project. The questionnaire is entirely anonymous.

We assure you that your data will be treated in the strictest confidence. It will only be viewed by personnel working on this project and the EUN Academy. It will not be forwarded to third parties, and will be used solely for research and evaluation purposes.

Many thanks in advance for taking the time to complete this questionnaire.

Question	Type of Question	Answers
1. In which country are you studying/teaching?	Dropdown Menu	<input type="checkbox"/> All European Countries plus 'Outside Europe'
2. You are:	Dropdown Menu	<input type="checkbox"/> Student teacher (teacher-in-training) <input type="checkbox"/> Trainer in a Teacher Training Institute <input type="checkbox"/> Other, please specify below (+open box)
3. How old are you?	Single Choice	<input type="checkbox"/> Under 20 <input type="checkbox"/> Between 21 and 35 <input type="checkbox"/> Between 36 and 50 <input type="checkbox"/> Over 50
4. What is your gender?	Single Choice	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other / prefer not to say
5. What is your field of study? (Tick all that apply)	Multiple Choice	<input type="checkbox"/> Kindergarten/Pre-primary / primary school <input type="checkbox"/> Secondary school <input type="checkbox"/> Other: please indicate:
6. What is your current level of study?	Single Choice	<input type="checkbox"/> Non-degree study <input type="checkbox"/> Bachelor / undergraduate degree <input type="checkbox"/> Master / graduate degree <input type="checkbox"/> Studies completed / in-service teacher

<b>7. On a scale from 1 (low) to 5 (high), how do you rate your own competence in using ICT in teaching and learning?</b>	Single Choice	<input type="checkbox"/> 1 (low) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (high)
<b>8. On a scale from 1 (low) to 5 (high), how do you rate your own English language proficiency?</b>	Single Choice	<input type="checkbox"/> 1 (low) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (high)
<b>9. Have you ever taken a MOOC before?</b>	Single choice	<input type="checkbox"/> Yes, more than 10 <input type="checkbox"/> Yes, 4 – 10 <input type="checkbox"/> Yes, 1 – 3 <input type="checkbox"/> No
<b>10. On a scale from 1 (low) to 5 (high), please rate your understanding of the following topics:</b>	Matrix	<input type="checkbox"/> How MOOCs work <input type="checkbox"/> 21 <sup>st</sup> century education <input type="checkbox"/> Professional development <input type="checkbox"/> Lifelong learning <input type="checkbox"/> Using Twitter for teaching and professional networking <input type="checkbox"/> Personal learning networks <input type="checkbox"/> The concept of Active Learning <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Practical competences in using ICT in the classroom <input type="checkbox"/> Using technology for inclusive learning <input type="checkbox"/> Tools and apps for use in class <input type="checkbox"/> Active spaces for learning / classroom set-ups <input type="checkbox"/> eSafety, risks and safe and responsible behaviour <input type="checkbox"/> Online curation of digital learning resources <input type="checkbox"/> Copyright issues and permissions to use/adapt resources <input type="checkbox"/> Peer reviewing

*Privacy statement: survey data is collected from you by EUN via this online questionnaire you are requested to complete. The data is entirely anonymised (no name/email/IP identifier). The data will only be used for research purposes to help develop recommendations. The research will be carried out by ITELab partner, the University of Würzburg. The data will be sent to them for analysis. Research data, i.e. data which does not contain any personal identifying data may be kept for a longer period of 5 years. By completing the survey, you consent to the collection of the data.*

*ITELab (Initial Teacher Education Lab) is a Knowledge Alliance project between [higher education institutions and industry](#) to foster innovation and knowledge exchange in initial teacher education (ITE). Project number: 575828-EPP-1-2016-1-BE-EPPKA2-KA. It is co-funded under the European Commission's Erasmus+ Programme from January 2017 to December 2019. The survey reflects the views only of the authors and the European Commission cannot be held responsible for any use that may be made of the information.*

## Networked Teacher – Teaching in the 21<sup>st</sup> century course (ITELab, EUN Academy)

### Post-Course Evaluation Survey

Dear student teachers,

Thank you for your participation in the Networked Teacher – Teaching in the 21<sup>st</sup> century course, offered by ITELab project, on the EUN Academy platform.

This course is part of a project which will be evaluated by the University of Würzburg, to assess its success and to identify potential for improvement. There are two online questionnaires within the course: one at the start of the course, to help understand who you are; and one at the end for your feedback and to support your own reflections. For reasons of anonymity, the demographic questions will be repeated in both questionnaires, because we cannot link data from the two surveys.

Your answers are a central resource for this evaluation and of great value for this project. There are no right or wrong answers. Please fill in all questions honestly and completely to ensure a comprehensive and significant evaluation.

The questionnaire is entirely anonymous. We assure you that your data will be treated in the strictest confidence. It will only be viewed by personnel working on this project and the EUN Academy. It will not be forwarded to third parties, and will be used solely for research and evaluation purposes.

Many thanks in advance for taking the time to complete this questionnaire.

Question	Type of Question	Answers
1. In which country are you studying/teaching?	Dropdown Menu	<input type="checkbox"/> All European Countries plus 'Outside Europe'
2. You are:	Dropdown Menu	<input type="checkbox"/> Student teacher (teacher-in-training) <input type="checkbox"/> Trainer in a Teacher Training Institute <input type="checkbox"/> Other, please specify below (+open box)
3. How old are you?	Single Choice	<input type="checkbox"/> Under 20 <input type="checkbox"/> Between 21 and 25 <input type="checkbox"/> Between 26 and 30 <input type="checkbox"/> Between 31 and 35 <input type="checkbox"/> Between 36 and 45 <input type="checkbox"/> Between 46 and 55 <input type="checkbox"/> Over 55
4. What is your gender?	Single Choice	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other / prefer not to say
5. What is your field of study? (Tick all that apply)	Multiple Choice	<input type="checkbox"/> Kindergarten/pre-primary / primary school <input type="checkbox"/> Secondary school <input type="checkbox"/> Other: please indicate:
6. What is your current level of study?	Single Choice	<input type="checkbox"/> Non-degree study <input type="checkbox"/> Bachelor / undergraduate degree <input type="checkbox"/> Master / graduate degree

		<input type="checkbox"/> Studies completed / in-service teacher
<b>7. On a scale from 1 (low) to 5 (high), how do you rate your own competence in using ICT in teaching and learning?</b>	Single Choice	<input type="checkbox"/> 1 (low) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (high)
<b>8. On a scale from 1 (low) to 5 (high), how do you rate your own English language proficiency?</b>	Single Choice	<input type="checkbox"/> 1 (low) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (high)
<b>9. Have you ever taken a MOOC before?</b>	Single choice	<input type="checkbox"/> Yes, more than 10 <input type="checkbox"/> Yes, 4 – 10 <input type="checkbox"/> Yes, 1 – 3 <input type="checkbox"/> No
<b>10. On a scale of 1 (low) to 5 (high), please rate your understanding of the following topics:</b>	Matrix	<input type="checkbox"/> How MOOCs work <input type="checkbox"/> 21 <sup>st</sup> century education <input type="checkbox"/> Professional development <input type="checkbox"/> Lifelong learning <input type="checkbox"/> Using Twitter for teaching and professional networking <input type="checkbox"/> Personal learning networks <input type="checkbox"/> The concept of Active Learning <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Practical competences in using ICT in the classroom <input type="checkbox"/> Using technology for inclusive learning <input type="checkbox"/> Tools and apps for use in class <input type="checkbox"/> Active spaces for learning / classroom set-ups <input type="checkbox"/> eSafety, risks and safe and responsible behaviour <input type="checkbox"/> Online curation of digital learning resources <input type="checkbox"/> Copyright issues and permissions to use/adapt resources <input type="checkbox"/> Peer reviewing

<b>11. How would you rate the overall value of the course?</b>	<input type="checkbox"/> 1 (Poor) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)
<b>12. Please rate each of these course features:</b> <ul style="list-style-type: none"> <li>• Structure of the course (e.g., sequencing of the topics)</li> <li>• Course and module introduction pages</li> <li>• Live events (eg webinars, TEACHMEET)</li> </ul>	<input type="checkbox"/> 1 (Poor) <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

<ul style="list-style-type: none"> <li>• Practical activities</li> <li>• Explanatory videos</li> <li>• Padlets for peer contributions, ideas and resources</li> <li>• Being in a community of people like me</li> <li>• Peer reviewing each others' contributions</li> <li>• Further reading section</li> <li>• Course badges and certification</li> <li>• FAQ section</li> <li>• Forums</li> </ul>	<input type="checkbox"/> 5 (Excellent) <input type="checkbox"/> Not applicable
<p><b>13. On average, how much time did you spend per unit?</b></p>	<input type="checkbox"/> More than 5 hrs <input type="checkbox"/> 4-5 hrs <input type="checkbox"/> 3-4 hrs <input type="checkbox"/> 2-3 hrs <input type="checkbox"/> 1-2 hrs <input type="checkbox"/> Less than 1 hr
<p><b>14. How would you rate the difficulty of the MOOC?</b></p>	<input type="checkbox"/> Very easy <input type="checkbox"/> Easy <input type="checkbox"/> Balanced <input type="checkbox"/> Difficult <input type="checkbox"/> Very difficult
<p><b>15. To what extent do you agree with the following statements on the MOOC?</b></p> <ul style="list-style-type: none"> <li>• The MOOC was useful for my future career as a teacher</li> <li>• This MOOC is applicable for any European preservice teacher</li> <li>• The quality of the MOOC met my expectations</li> <li>• The content of the MOOC met my expectations</li> <li>• The content could be accessed and understood without prior knowledge, unless specified in the course description</li> <li>• The content was "culture-neutral", i.e. it was acceptable and understandable by people from different cultural and national backgrounds</li> <li>• I would recommend the course to a friend or colleague</li> <li>• I would participate in a similar type of course again</li> </ul>	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Not applicable
<p><b>16. Did you experience problems that prevented you from participating in some units / tasks? (Please tick all that apply)</b></p>	<input type="checkbox"/> I have not experienced any problems <input type="checkbox"/> Language issues <input type="checkbox"/> Technical issues <input type="checkbox"/> Lack of information on course organization <input type="checkbox"/> Time issues <input type="checkbox"/> Other, please specify:
<p><b>17. Did you complete the course?</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><b>IF NO:</b></p>	
<p><b>17.a) At what stage did you stop the course?</b></p>	<input type="checkbox"/> In week 1 <input type="checkbox"/> In week 2 <input type="checkbox"/> In week 3 <input type="checkbox"/> In week 4

<p><b>17.b) Why did you not complete the course? (Please tick all that apply)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I never planned on finishing the course</li> <li><input type="checkbox"/> I was only interested in some of the modules</li> <li><input type="checkbox"/> I did not have enough time</li> <li><input type="checkbox"/> There were too many deadlines</li> <li><input type="checkbox"/> The deadlines were confusing</li> <li><input type="checkbox"/> The deadlines were too short</li> <li><input type="checkbox"/> The course was too long</li> <li><input type="checkbox"/> The course did not deliver what it advertised</li> <li><input type="checkbox"/> The course content was not relevant for me</li> <li><input type="checkbox"/> I did not like the online content delivery without face to face contact</li> <li><input type="checkbox"/> I experienced technical difficulties</li> <li><input type="checkbox"/> I experienced language difficulties</li> <li><input type="checkbox"/> The instructions given were unclear</li> <li><input type="checkbox"/> The course content was too difficult</li> <li><input type="checkbox"/> The course content was too easy</li> <li><input type="checkbox"/> The videos were not engaging enough</li> <li><input type="checkbox"/> The learning activities were too difficult</li> <li><input type="checkbox"/> The learning activities were too easy</li> <li><input type="checkbox"/> The course moderators did not respond quickly enough/adequately to my questions</li> <li><input type="checkbox"/> There were not enough opportunities to interact with fellow course participants</li> <li><input type="checkbox"/> The interaction with fellow course participants (peer reviewing and exchange) did not work out</li> <li><input type="checkbox"/> Other, please specify:</li> </ul>
<p><b>IF YES:</b></p>	
<p><b>17.c) What were the main reasons for your full participation until the very end? (Please tick all that apply)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The certificate and digital badges</li> <li><input type="checkbox"/> The collaboration with other course participants</li> <li><input type="checkbox"/> The engaging and useful activities</li> <li><input type="checkbox"/> The engaging and useful content</li> <li><input type="checkbox"/> The live events (e.g. webinar)</li> <li><input type="checkbox"/> The community spirit of the course (for example participants helping each other)</li> <li><input type="checkbox"/> The support from the course moderators</li> <li><input type="checkbox"/> The clear structure and organisation of the course</li> <li><input type="checkbox"/> The MOOC format of the course with online content delivery and without face to face contact</li> <li><input type="checkbox"/> The flexibility of my participation and contributions</li> <li><input type="checkbox"/> Other, please specify:</li> </ul>
<p><b>18. Do you have any other comments? [open answer]</b></p>	

*Privacy statement: survey data is collected from you by EUN via this online questionnaire you are requested to complete. The data is entirely anonymised (no name/email/IP identifier). The data will only be used for research purposes to help develop recommendations. The research will be carried out by ITELab partner, the University of Würzburg. The data will be sent to them for analysis. Research data, i.e. data which does not contain any personal identifying data may be kept for a longer period of 5 years. By completing the survey, you consent to the collection of the data.*

*ITELab (Initial Teacher Education Lab) is a Knowledge Alliance project between [higher education institutions and industry](#) to foster innovation and knowledge exchange in initial teacher education (ITE). Project number: 575828-EPP-1-2016-1-BE-EPPKA2-KA. It is co-funded under the European Commission's Erasmus+ Programme from January 2017 to December 2019. The survey reflects the views only of the authors and the European Commission cannot be held responsible for any use that may be made of the information.*



ITELab (Initial Teachers Education Lab) is a Knowledge Alliance project between higher education institutions and industry to foster innovation and knowledge exchange in initial teacher education (ITE). Project number: 575828-EPP-1-2016-1-BE-EPPKA2-KA. It is co-funded under the European Commission's Erasmus+ Programme from January 2017 to December 2019.

This publication was created with the financial support of the Erasmus+ Programme of the European Union. This publication reflects the views only of the authors and the European Commission cannot be held responsible for any use that may be made of the information contained herein.

